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ABSTRACT

This 142-item annotated bibliography, limited to documents announced in Resources in Education from April 1978 to January 1979, cites reports generated directly or indirectly by 47 large school districts in the United States and Canada. The reports include descriptions and evaluations of career education, compensatory, bilingual, special education, and other programs. Arranged by official school district name, the citations list author, institutional source, date of publication, and Educational Resources Information Center (ERIC) document number; a 200-word abstract is also provided. A subject index of major ERIC descriptors is appended. (CP)

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RESEARCH AND EVALUATION STUDIES FROM LARGE SCHOOL SYSTEMS 1978

TM800 064

ERIC Clearinghouse on Tests, Measurement, & Evaluation

Research and Evaluation Studies

from

Large School Systems

1978

Compiled by

Barbara Hunt with the assistance of Judy Gray

ERIC® Clearinghouse on Tests, Measurement, & Evaluation
Educational Testing Service - Princeton, New Jersey 08541

Introduction

The Educational Resources Information Center (ERIC) is a national information dissemination system supported and operated by the National Institute of Education (NIE). ERIC publishes a monthly abstract journal, Resources in Education (RIE), which announces the availability of recently completed research reports, descriptions of instructional programs, and other documents of educational significance.

This bibliography is based on a search of the documents announced in RIE from April 1978 through January 1979. Furthermore, it is limited to documents generated directly or indirectly by the largest school districts in the United States and Canada.

The citations are arranged alphabetically by school district name. Each entry provides: author, title, source, date of publication, and the ERIC document number (ED plus six digits) and a brief abstract of the document. A subject index, based on the major descriptions provided in RIE, is presented following the citations.

Most documents are available in microfiche or hard copy form from the ERIC Document Reproduction Service (EDRS). A copy of the EDRS order form follows the subject index. Collections of ERIC microfiche are available for use at hundreds of libraries and educational organizations; a listing of these microfiche collection locations is available on request from the ERIC Clearinghouse.

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AKRON PUBLIC SCHOOLS, OHIO

1. Drews, Pearl A. Flight Plan: Toward a Career Choice. School and Community as Co-Pilots of Career Education. Akron, Ohio: Akron Public Schools, 1977. 405p. ED 147 513.

Based on collaboration efforts in Akron, Ohio, this manual is designed to help interested communities implement or expand collaboration in the area of career education among the formal education system, the home/family structure, business, labor, industry, government, the professions, service organizations, and others. Topics discussed include the following: background information about career education; the career education concept in Akron; collaboration in Akron; inservice programs, including university involvement, workshops, seminars, and program development; collaboration in national programs (Exploring--Boy Scouts of America, Project Business, Vocational Exploration Program, and Youth Motivational Task Force); collaboration in local programs of national organizations; collaboration in Akron programs for elementary and secondary schools; collaboration with parents; collaboration to make speakers and field trips contribute to effective career development; preparation and placement; and evaluation in career education. A bibliography and listings of contributors and collaborating agencies are appended.

AUSTIN INDEPENDENT SCHOOL DISTRICT, TEXAS

2. Brooks, Thomas; Drezek, Stan. ESEA Title I Project. 1975-1976 Final Report. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. June 1976. 80p. ED 154 950.

Evaluation of the Austin Independent School District's 1975-76 Title I program served three basic functions: accountability, process evaluation, and program planning. The program consisted of five components: more effective learning in basic skills, guidance and counseling, parental involvement, and two small non-public school components. Major objectives were to: improve kindergarten students' knowledge of basic concepts, the vocabulary and reading comprehension of first through fourth grade students, and students' language and mathematics skills; improve chronic student absenteeism; increase acceptable student social behavior and attendance; increase parental support; and assist parents in obtaining social services. Of the 4,800 students participating in the program, 90 percent were minority students. Evaluation data were gathered from standardized tests (the California Achievement Test and the Boehm Test of Basic Concepts) and teacher ratings of students' behavior using a normed classroom-behavior checklist. Findings included: there was no evidence in either short-

or long-term studies of reading achievement to indicate that the relatively unique reading programs at individual schools had any consistent effects on achievement; the average grade equivalent month's gain per month of instruction was approximately .69 to .76 for second and third grades and between .3 and .6 for fourth grade; there was no evidence that counseling affected students' acceptable classroom behavior or attendance.

3. The Design and Implementation of a Model Evaluation Capability. 1975-76 Final Report. Title III Project. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. June 1976. 47p. ED 154 490.

The Austin Independent School District received an Elementary and Secondary Education Act Title III grant in 1973 to develop an internal research and evaluation capability. The resulting Office of Research and Evaluation (ORE) was provided funding for three years. The original grant focused on: (1) developing a district evaluation model, (2) evaluating federal and district developmental programs, (3) coordinating research done in the district by outside researchers, and (4) developing the Texas Joint Urban Evaluation Council to promote sharing of information among the seven large Texas cities. Of seven objectives for the final year of the project, six were achieved, including refinement and documentation of the evaluation model, planning and refinement of the instructional program evaluation data base, and dissemination of project information locally and nationally. An evaluation indicates that the project should be continued when federal funding runs out, though some organizational changes may be required. Future goals for ORE include improving the technical quality of evaluations, the internal efficiency of ORE operations, and the understanding in the district of information provided by ORE. A history of the creation of ORE and a description of its organization and functions help document the evaluation of the project.

4. Evaluacion de que consister y por que se lleva acado? (Evaluation: What Does it Consist of, and for What Purpose?). Austin, Tex: Austin Independent School District, Office of Research and Evaluation. 1978. 9p. ED 157 375.

A guide is presented for the evaluation of the bilingual programs in the Austin, Texas, Independent School District. The reasons for doing an evaluation, and a definition of program objectives and evaluation instruments are given. The program components, objectives, and evaluation instruments for each grade level (k-4) are listed. The components involved are: language development (first and second language), concept development (first and second language), and development of self-concept. A glossary of relevant terms is provided. The disposition of test results is explained.

5. Individually Guided Education (IGE) Program. 1973-1974 Evaluation Report. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. July 1974. 226p. ED 154 294.

This report presents data gathered during the 1973-74 school year on the Austin Independent School District (Austin, Texas) implementation of the Individually Guided Education program (IGE). Classroom observation indicates that on the whole the 11 schools identified as IGE participants exhibit greater degrees of characteristics associated with implementation of IGE than do 11 comparison schools. Teacher questionnaire data in part verify this for some processes, but not others. Considerable variation is noted among schools within both the overall IGE and the comparison group with respect to the degree to which various processes and inputs are actually implemented. Both parents and staff generally express favorable attitudes toward IGE. Staff members do express some dissatisfaction with the level of support and training they have received. Evidence gathered on various affective and cognitive outcome measures do not, by and large, demonstrate any appreciable differences between IGE and non-IGE comparison schools. Focused case studies of eight randomly selected students indicate striking differences in how IGE and comparison-school students spent their days.

6. Individually Guided Education (IGE) Program. 1974-1975 Final Report. Austin, Tex.: Austin Independent School District. June 1975. 35p. ED 154 493.

This report is the continuation report of an evaluation of the implementation of the Individually Guided Education (IGE) program in the Austin, Texas, Independent School District which began during the second year of the program implementation in 1973-74. The evaluation continued to focus this year on the achievement of program inputs, processes, and outcomes in 11 IGE and 11 matched comparison schools. The major emphasis of the evaluation this year was on determining program effects on student outcome behaviors. Utilized in the study were teacher and parent questionnaires; scores from the California Achievement Tests, the Piers-Harris Children's Self-Concept Scale, the School Sentiment Index, a Reading Attitude Test, a Math Attitude Test, and a student behavior rating scale; and classroom observations. Despite some positive effects demonstrated on objectives in the affective area, the lack of positive results in achievement leads to the conclusion that the IGE program should be discontinued.

7. Ligon, Glynn; And Others. ESAA Bilingual/Bicultural Project. 1973-74 Evaluation Report. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. July 1974. 458p. ED 154 946.

Designed to establish a comprehensive program of bilingual education in Spanish and English in schools with high concentrations of Spanish-dominant Mexican American students, the project aimed to: increase the achievement levels of minority students in the communication skills areas; provide for their special learning needs through a staff with special skills; increase the scope of their experience; increase the home support for the students' learning goals; and improve their self-concept through awareness of their cultural heritage. For evaluation purposes, project objectives were categorized into input, process, and outcome objectives, parent and teacher interviews, questionnaires, and standardized tests--the Boehm Test of Basic Concepts, Prescriptive Reading Inventory, California Achievement Test, Prueba de Lectura, Secondary Vocabulary Test, Primary Self-Concept Test, and Piers-Harris Children's Self-Concept Scale. Findings included: there was a significant increase in Spanish reading skills; there were high and low gains in English reading skills; observations revealed generally adequate levels of appropriate classroom instructional activities but very low level of incorporation of minority group students' backgrounds and cultural heritage into these instructional activities; successful staff training was conducted for only 9 of the planned 20 days due to the delay of the delivery of materials and equipment for instruction.

8. Ligon, Glynn; And Others. ESAA Bilingual/Bicultural Project Executive Summary. 1973-74 Evaluation Report. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. July 1974. 31p. ED 154 945.

Austin's Bilingual/Bicultural Project was designed to establish a comprehensive program of bilingual education in Spanish and English in schools with the highest concentration of Spanish-dominant Mexican American students. The four participating elementary schools had already completed three years of a modest, locally sponsored bilingual project begun in 1970. In 1973, the Bilingual/Bicultural Project expanded activity at the elementary level and began an entirely new secondary program at two junior and two senior high schools. Some of the outcomes and observations at the year's end included: increased English communication skills at all levels; increased Spanish communication skills at elementary and secondary levels; uneven input of materials, staff training, and parent participation, with delivery of instructional materials and equipment delayed; except for a few classrooms, there was little successful incorporation of the background and culture of students into regular classroom activities. Evaluation staff summarized the data as related to "system level" or "program level" questions that should be addressed by district officials. System level recommendations

suggested that the program continue at its present level and include cultural studies in the curriculum for all grade levels. Program level recommendations suggested continuing team teaching between bilingual and monolingual teachers and including specific teacher training in classroom management and the use of methods and materials.

9. Lyndon Baines Johnson (LBJ) High School. Evaluation Design. 1974-1975. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. February 1975. 38p. ED 154 491.

The Lyndon Baines Johnson High School in Austin, Texas, was designed to provide a responsive, individualized instructional climate at the high school level partly because of tensions accompanying desegregation, high drop-out rates, and low achievement rates in basic skills. Evaluation of this program is intended to determine whether the educational design of the school is proving workable. The answer will be sought through an analysis of the educational program's objectives, using standard tests and a locally developed needs assessment instrument. The first year's evaluation, outlined in the document, is intended only to provide a baseline against which the school's future progress can be measured.

10. Matuszek, Paula A.; And Others. Quarter System Evaluation Final Evaluation Report 1975-1976. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. June 1976. 137p. ED 153 375. Available only from: Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752.

This evaluation of the quarter system in Austin, Texas, public schools was designed to assess the impact of changes of calendar, curriculum, and other aspects of high school education. The initial first-year evaluation was intended to gather data that could serve as a baseline for examining the long-term effects of these changes. Data were collected on student achievement, teacher and administrator attitudes, and parent opinion. The quarter system evaluation found that the majority of students, teachers, and parents are satisfied with education in Austin. However, several areas of concern were revealed, including student academic achievement, graduation requirements and preparation of students for post-high-school plans, student advising and scheduling, curriculum, communication with parents, and opinion about the year-round school. Graphs and data tables are included.

11. Minter, Mary; And Others. Minimum Competency Requirements: What to do When Your School Board Sets Them. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. 1978. 21p. ED 153 374.

As a result of the increasing insistence that schools concentrate on teaching basic skills, states and school districts have moved to establish minimum competencies for high school graduation to be assessed by tests that demonstrate whether students have achieved a certain level of mastery of basic skills. The Austin, Texas, Independent School District's board of trustees passed in 1975 the first version of the minimum competency testing requirement for Austin public school students. It stated that students who do not demonstrate an eighth-grade competence (as measured by standard achievement tests) in reading and math cannot graduate from Austin high schools. The problems encountered in implementing the board's mandate, such as test selection, test security, and test administration, are described in this speech.

12. State Compensatory Education. Final Report 1975-76. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. June 1976. 70p. ED 154 489. Available only from: Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752.

The state-funded compensatory education program instituted in the Austin Independent School District in Texas in 1975 consisted of a basic skills component (communication skills/reading and math) for students meeting ESEA Title I criteria, and a bilingual component designed to mesh with the ESEA Title VII Bilingual Project. Enthusiasm for the program has been high because each school plans its own strategy for implementation, with local school staff closely involved in the process. Unfortunately, the extensive planning period required prevented timely implementation of the program, and evaluation of the results as of 1976 is therefore not available. The baseline information provided in this report will, for that reason, be coordinated with information gathered in a forthcoming report on the 1976-77 year, in order to evaluate program results.

13. State Compensatory Education. Final Technical Report 1975-76. Appendixes. Austin, Tex.: Austin Independent School District, Office of Research and Evaluation. June 1976. 151p. ED 154 488. Available only from: Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752.

This material consists of 10 appendixes to the Final Report for 1976-77 on the implementation of the Texas state-supported compensatory education

program in the Austin Independent School District as evaluated by that district's Office of Research and Evaluation. The instruments used in the evaluation process are described or presented in full, the methods of their application discussed, and the results explained in tabular or narrative form. These instruments consisted of: (1) the California Achievement Test; (2) the School Sentiment Index; (3) principal interviews; (4) teacher interviews; (5) aide questionnaires; (6) area director/instructional coordinator questionnaires; (7) reading teacher interviews; (8) education planner interviews; (9) an attendance study for one school; and (10) a Workshop Evaluation Scale.

BIRMINGHAM CITY SCHOOL SYSTEM, ALABAMA

14. Blackwell, Maree Macon; Kegley, Florence A. A Follow-Up Study of ERIC No. ED 122 416, Pilot Study of Ramsay High School, Birmingham Public School System, Birmingham, Alabama. The Trimester as it Relates to a Secondary Arts Program: Advantages, Disadvantages, and Opportunities Implied. Birmingham, Ala.: Birmingham City School System. 1977. 26p. ED 147 936.

This report evaluates an experimental trimester plan adopted by a Birmingham, Alabama, high school during the 1976-77 school year. The Birmingham trimester plan maintained the usual length school year, simply dividing it into three terms rather than the traditional two. The plan also lengthened each class period to 85 minutes so that each day ran from 8 a.m. to 4 p.m. and consisted of five class periods. Each teacher and student had classes scheduled for four of the five periods and was at school either from 8 a.m. to 2:20 p.m. or from 9:30 a.m. to 4 p.m. The evaluation presented here is based on data from two survey questionnaires completed by teachers who were at the school both during the 1976-77 school year and during 1975-76, when a conventional schedule had been used. Results of the surveys showed that 82 percent of the faculty had no difficulties in adjusting to the trimester, but 62.5 percent felt that students had not learned more than in previous years. Approximately 82 percent felt that paperwork had increased under the new schedule, and 50 percent felt they had no input into the scheduling process. It had been hoped that the trimester schedule would result in particular benefits for the visual arts program; however, it proved only a qualified success in this respect.

CHICAGO BOARD OF EDUCATION, ILLINOIS

15. Fischer, Joseph C.; And Others. Parents' Career Aspirations for Their Children Enrolled in Bilingual Programs. Multilingual Monographs No. 2 Chicago, Ill.: Chicago Board of Education, Dept. of Research and Evaluation. March 1976. 15p. ED 150 205.

In this paper, parents' educational and occupational aspirations for their children enrolled in bilingual elementary school programs are examined. The parents' place of birth, dominant language, educational background, and occupations were the main independent variables measured. Interviews were conducted with 68 parents of children in Chicago bilingual education centers in the summer of 1975. These parents were asked what career they would like their children to pursue, how many years they expected their children to remain in school, and how many years they would like their children to remain in school. Parents born in the U.S. who had attained a high school or higher educational level were found to have higher educational and occupational aspirations for their children than those born outside the U.S. who had achieved less than a high school education. Quantified results of this limited study are presented in statistical tables. The need for further research is mentioned.

CLARK COUNTY SCHOOL DISTRICT, NEVADA

16. Leyland, George. A School Districting Feasibility Study. The Problem in Clark County, Nevada and a Technical Solution Using Available Computer Technology. Las Vegas, Nev.: Clark County School District. October 1974. 90p. ED 147 976.

A cooperative effort between the National Institute of Education and the Clark County, Nevada, School District demonstrated the practical use of available computer-assisted techniques for helping local communities allocate students to schools and for solving other problems that occur during districting efforts. By using available computer technology, it was possible to meet local needs regarding school-site evaluation, school-zone boundary planning, and bus route planning while complying with the court-ordered desegregation standards. The use of these techniques can result in minimizing fuel costs of busing and can decrease the administrative effort required by the school-planning process by approximately one third. Appendixes include the criteria for local involvement, the technical approach used, estimated man-months of effort expended, the project schedule, past approaches, a bibliography, and a glossary.

DADE COUNTY PUBLIC SCHOOLS, FLORIDA

17. Evaluation of Exceptional Child Program for the Gifted, 1975-76. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation. 1976. 145p. ED 155 884.

Presented is an evaluation of the Dade County, Florida, Gifted and Talented Program-specifically three subprograms: Learning Centers for Gifted Elementary Students, the Resource Program for Gifted Secondary Students, and Centers for the Expressive Arts. It is noted that evaluation procedures are explained to have included parent and teacher questionnaires and student interviews. Conclusions and recommendations are cited for the three programs in terms of the following variables (sample conclusions in parentheses): student characteristics (both elementary and secondary resource programs contain slightly more males than females), intelligence test scores (approximately one-fourth of the students scored below 130 and thus should not have been eligible for gifted programs according to state regulations), achievement test scores, admission to the program (one-third of the parents and most regular class teachers felt uninformed about the program), program design and procedures, program effects (parents of Expressive Arts students tended to see more positive changes in their children's behavior at home as a result of program participation than did parents of students in the other two programs), and gifted program/regular program integration. Ten overall program recommendations are offered. The bulk of the document is devoted to a discussion of specific results of evaluation of the three programs. Principal findings are seen to point out the need for improved program-screening methodology and more effective program orientation for regular school personnel.

18. Evaluation of the Dade County Learning Disabled Program, 1974-75. Miami, Fla.: Dade County Public Schools, Dept. of Planning and Evaluation. 1975. 75p. ED 155 885.

The report documents a 1974-1975 evaluation of Dade County, Florida's resource class program and the Early Childhood Preventive Curriculum (ECPC/LD) for learning-disabled (LD) students. Data are said to have been obtained from regular class teachers, LD resource teachers, parents of LD students, student records, and scores from the Wide Range Achievement Test. An initial section provides a summary of findings regarding such program aspects as the screening/placement process, parent reaction, LD resource teachers' reactions, feeling of regular class teachers, and program impact on student achievement. Recommendations are listed for the resource LD programs, including greater emphasis on individualized instruction and the development of a county-wide LD curriculum. The bulk of the document contains detailed information on evaluation results of the resource programs and the ECPC/LD programs.

DALLAS INDEPENDENT SCHOOL DISTRICT, TEXAS

19. Davenport, Gene E. A Management Academy in an Urban School District. Dallas, Tex.: Dallas Independent School District. November 1976. 401p. ED 148 954.

As a result of the need for a systematic approach to preservice and inservice training of administrative personnel, a management academy program was initiated in the Dallas Independent School District beginning in the spring of 1975. A comprehensive program was planned and implemented with a format designed to provide training for prospective leaders, continuing inservice for persons occupying leadership positions, and regular interaction sessions between principals and the general superintendent. The evaluation results of the practicum indicate successful implementation of all components of the program. At the conclusion of the program, several selected activities were assessed to determine what, if anything, had been learned. The results were significant. In addition, participants projected positive attitudes about the organization of management-academy activities and expressed an overall supportive reaction to involvement in the program. The recommendation that the academy be moved from project status and incorporated into the district as a continuing program was accepted by the general superintendent. The academy has now been fully instituted in the district. The position of director has been budgeted in the personnel-development department beginning with the 1976-77 school year.

20. Lym, C. LaVor; Averitt, Gwen. Report for the Evaluation of the Reading Is Fundamental Project 1973-74. Research Report No. 74-289. Dallas, Tex.: Dallas Independent School District, Dept. of Research and Evaluation. August 1974. 72p. ED 151 766.

The Reading Is Fundamental (RIF) project is designed to give disadvantaged children the incentive to read by letting them choose books from a wide variety of paperbacks and keep them as their own. This document reports on the evaluation procedures and results of the Dallas RIF project in 1973-1974. Following a description of the project and its objectives, the document discusses the methodology employed in the evaluation study, giving specific consideration to sampling techniques, instrumentation, procedures used in data collection and analysis, and assumptions and limitations of the study. Results are then reported with regard to the matching of experimental and comparison schools; program implementation; teachers', students', and parents' opinions of the project; and the effect of the program on students' attitudes and reading skills. Numerous statistical tables and a summary of responses to a parent questionnaire are included. Appendixes include a teacher questionnaire on curriculum materials used and ANOVA tables for the analysis of data regarding reading skills, attitude toward school, self-concept, and attitude toward reading, and for the analysis of teachers' ratings of students' attitudes.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON, D.C.

21. A Comparative Study of Seventh and Eighth Grade Programs in the District of Columbia Public Schools. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation. February 1978. 45p. ED 157 157.

The purpose of this study was to review and study the characteristics of seventh- and eighth-grade programs located in elementary school buildings as contrasted with seventh- and eighth-grade programs in junior high school buildings. Several separate studies were designed and conducted to gather data. One study consisted of a survey of 10 percent of all seventh graders in the school system. A second approach consisted of comparative case studies of four different seventh- and eighth-grade programs, two operating in junior high schools and two operating in elementary schools. The final aspect of the investigation involved compiling and organizing statistical data describing both kinds of programs. Findings indicate that seventh graders attending both elementary schools and junior high schools share a positive attitude toward the academic learning experience in their school and toward the family as a source of help with questions or problems about sex or family life. They share a negative view concerning the poor general behavior of most students and the poor reputation of their school in the community. Among the differences is the availability of more diverse facilities, curricula, and extracurricular activities in the junior high schools.

22. An Evaluation of "Foundations of Competency Based Curriculum"; A Summer In-Service CBC Staff Development Course. Washington, D.C.: District of Columbia Public Schools, Dept. of Research and Evaluation. October 1977. 70p. ED 147 282.

"Foundations of Competency Based Curriculum, (CBC)," a one-week inservice course was offered to CBC team members from each Washington, D.C., public school during the summer of 1977. It was designed to assist instructional personnel in acquiring the necessary competencies and skills to plan, initiate, and implement competency-based curriculum in indidividual classrooms, schools, and the total educational setting. In their own ratings of skills and knowledge gained, participants from all levels consistently stated that they had acquired a very good understanding of the components of CBC after taking the course. There was little or no variation in this positive opinion among the different subgroups of participants or among those attending different weekly sessions. Mean scores on the post-opinionnaire ranged from 4.5 to 4.8 (a rating of excellent), indicating that participants felt they had mastered the skills required to initiate and implement CBC. The summer course reached a wide variety of school personnel. Approximately

905 participants responded to the Participants' Evaluation Form. They reported being very satisfied with their instructors, the instruction, and with the facilities. Those responding gave the course an overall rating of 3.7, or "excellent." While participants were generally satisfied with the program, they did make a number of timely suggestions. The suggestion made most often was to "slow down" the pace of the course and allow more time for instruction. There was considerable agreement between the instructors' opinions and suggestions and those made by the participants. Recommendations drawn from questionnaire and opinionnaire responses are: (1) that inservice courses of this kind be encouraged and expanded; (2) that suggestions and comments expressed by participants be considered in future planning; and (3) that a follow-up be conducted in each school to determine the extent to which CBC teams are carrying out the CBC staff-development activities.

23. An Evaluation of the Competency Based Curriculum Summer In-Service Course "Foundations of Curriculum Writing." Washington, D.C.: District of Columbia Public Schools. September 1977. 57p. ED 154 055.

In 1975, the Competency Based Curriculum (CBC) was adopted as a vehicle for achieving excellence in the District of Columbia Public Schools. A total of 213 elementary and secondary school teachers and 16 instructors participated in the inservice course "Foundations of Curriculum Writing for CBC." The participants were divided into six instructional groups by subgroup area. The main objective of the course was to provide the participants with the skills and competencies to produce CBC curriculum materials in selected subject areas. In their own self-assessment, participants felt they had gained the skills and knowledge to enable them to produce these curriculum materials. Participants made a number of suggestions for improving the program, but were satisfied with the instructors, the instruction, and the facilities. Those who were later chosen to write the CBC curriculum materials felt that they had been well-prepared for their task. Participants received two inservice credits for satisfactory completion of the course.

24. Experience Based Career Education Program. Final Report. Washington, D.C.: District of Columbia Public Schools, Dept. of Career Development. August 1977. 79p. ED 147 512.

An evaluation of the Experience Based Career Education (EBCE) program of the District of Columbia Public Schools (DCEBCE) for summer 1977 was conducted to provide preliminary information for the three-year program effort to use in program planning and decision making for the 1977-78 school year. DCEBCE was evaluated using the Context, Input, Process, and Product

Model since it afforded a useful classification system for the strategies that can be employed to evaluate programs aimed at educational change. DCEBCE was based on the Far West Laboratory (FWL) version of EBCE, which serves as a comprehensive, individualized, and alternative plan of learning for high school youth, and provides community work experiences for students. The evaluation focused on identifying characteristics of the initial group of 47 beginning and ending tenth-grade student participants in the summer program and determining program impact on them. Students were pretested in the areas of self-awareness, career maturity, and basic academic competency. Evaluation results showed that the summer program had been successful, with students and resource persons expressing mutual appreciation. Recommendations based on results of the evaluation included developing the DCEBCE program into a model program, especially in the area of career development; hiring a skills specialist to train students in areas of deficiency; and hiring a counselor to meet students' needs in career guidance and counseling.

25. Feifs, Helmuts A. Annual Evaluation Report for the Exemplary Project in Career Development, 1975-76. Career Education in the Inner City. Part D., Vocational Education Amendments 1968. Washington, D.C.: District of Columbia Public Schools, Dept. of Career Development. November 1976. 95p. ED 152 827.

The final evaluation report of the Washington, D.C., schools' career education program dealt with the student's self-concept, relationship with the world of work, attitudes toward career development, and decision-making skills. The program was designed for inner-city students at all grade levels. The teachers' choices of instructional materials for career education and the program coordinators' attitudes were also surveyed. Administration of the Self Observation Scales over a three-year period indicated that the students in career education have a good self-concept in relation to the national norm. The results of the Occupation Awareness Survey indicated that students were provided with the necessary information to delineate their relationship to the world of work, and that students in the project had an excellent understanding of the relationship between social, academic, and economic parameters of careers. Data from previous studies of decision making indicated that students in the career education project demonstrated good decision-making skills. Teachers across all grade levels generally chose to use career education to enhance and supplement everyday instruction in a smooth and consistent manner. The project coordinators' survey results demonstrated firm support for the program. Statistical data from the tests used in this evaluation are appended.

26. Peck, Hugh I. Annual Evaluation Report for the Exemplary Project in Career Development, 1975. Washington, D.C.: District of Columbia Public Schools, Dept. of Career Development. August 1975. 104p. ED 152 780.

This evaluation of the Washington, D.C., Public Schools Career Education Project investigated student self-concept, student relationships with the world of work, student attitudes toward career development, decision-making skills, educator attitudes, and community involvement. The project was designed for inner-city students at all grade levels. Some of the results indicated that: (1) Primary-level career education students, 1974-1975 school year, achieved higher scores on self-acceptance and self-security than did the previous year's primary-school students; (2) Third-grade students scored higher on social maturity, self-acceptance and self-security than did students in the same grade during the previous school year; (3) Intermediate-level students in career education obtained higher scores than the 1973-1974 classes at the same grade levels in self-acceptance, school affiliation and peer affiliation; (4) Junior High students performed well on the Self Observation Scales; student self-concept generally increased with grade level; (5) Students were integrating career information into a logical base for decision making; and (6) A high level of support for the program was demonstrated by the teachers, administrators, and community. The evaluators recommended that the program be expanded to serve the total population of the Washington, D.C., Public Schools. Statistical data are appended.

27. School Closing Study. Public Schools of the District of Columbia, Volume I. Washington, D.C.: District of Columbia Public Schools, Div. of Planning. March 1978. 207p. ED 154 530.

This report is designed to delineate the process used in studying the facilities of the District of Columbia Public Schools, present analyses of all available data pertinent to the approved board of education criteria for studying schools, present the recommendations of nine study groups, and make recommendations on phasings and closings based on consideration of the recommendations of the study groups and the analyses of all pertinent data and concerns. A description of the study process, a list of study-group members and the recommendations of each group, and building data sheets are included.

EDMONTON PUBLIC SCHOOL BOARD, ALBERTA, CANADA

28. Blowers, Tom; And Others. Report of the Evaluation of the Second Year of the Junior High Police-School Liaison Program. Edmonton, Alberta: Edmonton Public School Board. June 1977. 19p. ED 154 027.

The Junior High Police School Liaison Program is a three-year pilot project conducted by the Edmonton Police Department and the Edmonton Public and Catholic School Systems. The objectives of the program include: (1) developing a preventive approach to crime; (2) reducing the local crime level; (3) improving relations among police officers, students, school staff, and the community; (4) developing and field-testing materials and strategies for facilitating these objectives; (5) reducing student damage to school property; and (6) providing improved police resource assistance to students, school personnel, and parents. To evaluate the program, a modified version of the Cincinnati City Police Attitude Questionnaire and a Knowledge of the Law Questionnaire were administered to students; principals, teachers, and police officers responed to a questionnaire evaluating various aspects of the program, its strengths and weaknesses; and crime statistics for juveniles of ages 12, 13, and 14 were collected. Principals, teachers, and police officers overwhelmingly agreed that the program is valuable and should be continued for the third year. Program students expressed more favorable attitudes toward police and the law than control students and showed significant gains in their knowledge of the law and police duties. The decline in juvenile crime appeared to reflect a citywide trend.

29. Clarke, S. C. T.; And Others. Technical Report on Edmonton Grade III Achievement, 1956-1977 Comparisons. Edmonton, Alberta: Alberta Dept. of Education. May 1978. 254p. ED 159 197.

The Edmonton Grade III Achievement: 1956-1977 study compares achievement in reading, arithmetic, and language of all the third-grade students in a large school system. Six basic skills tests were administered to all the Edmonton third-grade students in 1956 and were reprinted and administered to all the third-grade students in Edmonton in 1977. Seventeen items, deemed inappropriate because of changes that occurred since 1956, were eliminated from the analyses. The remaining test items and procedures used in 1956 were duplicated as closely as possible in 1977. The six tests were: the Gates Word Recognition Test, the Gates Paragraph Reading Test, the reading, arithmetic and language sections of the California Achievement Tests, and the California Mental Maturity Test. The 1956 tests were rescored and item-by-item results for each student for each test were recorded. Although arithmetic scores declined from 1956 to 1977, the 1977

third graders scored higher in spelling and in general scholastic ability than their counterparts in 1956 did. Extensive item analyses and subtest score comparisons for males, females, and both sexes are included as well as test items and information for principals and teachers.

30. Finch, E.; And Others. Evaluation of Elementary Language Arts Assistance Program (E.L.A.A.P.), 1976-77. Edmonton, Alberta: Edmonton Public School Board. October 1977. 61p. ED 152 837.

The Elementary Language Arts Assistance Program (ELAAP) in the Edmonton, Ontario, Public Schools was established to provide small-group tutorial instruction to children who were essentially normal, but who had identifiable learning handicaps. General questionnaires were sent to principals, resource-room teachers, and classroom teachers; resource-room reading specialists provided observation reports; and the Bureau of Child Study team conducted interviews. Information about a sample of the children was obtained through questionnaires completed by resource-room teachers, classroom teachers, and parents; standardized tests administered when the children entered and left the program; and scores on the Piers-Harris Children's Self-Concept Scale. Results are reported in 10 areas: selection of students, program description, staffing, integration of the program into the schools, inservice teacher education, development of reading and language arts skills, attitude and behavior change, parents' ratings of change, the number of children able to return to regular classrooms, and general impressions of ELAAP. The respondents generally felt positive about the resource-room program. Principals, classroom teachers, and parents recommended continuation of the program.

31. Rideout, Richard L.; And Others. Summary Report and Evaluation of the "Implementation and Revision of Junior High Mathematics Curriculum Materials (Junior High Mathematics Consortium)" Project. Edmonton, Alberta: Alberta Dept. of Education, Planning and Research Branch. February 1977. 180p. ED 154 029.

The Junior High School Mathematics Consortium was a project in cooperative curriculum development involving 20 Alberta, Canada, school systems. The project materials were developed and revised according to performance objectives developed by the Edmonton Public School Board, and the program unit booklets were developed cooperatively by 10 school systems. The purpose of the evaluation project was to evaluate the mathematical appropriateness of the Junior High Mathematics Program course objectives and the suitability of the support materials in assisting teachers with these objectives. Data were collected through examinations, interviews, and questionnaires administered to 37 volunteer pilot schools throughout the consortium member systems. The results indicated that the course objectives were mathematically appropriate and that the support materials

were suitable for the designed purposes. It was recommended that the program be authorized by the Alberta Department of Education, but that further study should be made of the program's suitability for slow learners, and that the additional components in the revised program (laboratories, transparency masters, applications, history, basic skills supplement) should be evaluated.

EUGENE SCHOOL DISTRICT 4J, OREGON

32. Foellinger, Juanita. 1977 School Profile. Eugene, Ore.: Eugene School District 4J, Div. of Research Development, and Evaluation. November 1977. 192p. ED 148 025.

This publication summarizes a variety of information on each of the 46 public schools in Eugene, Oregon, School District 4J, presented in the form of statistical profiles of each individual school. The profiles contain information about buildings and materials, student characteristics, staff characteristics, community factors, and test scores on nationally standardized tests. These data were gathered from U.S. Census data, Oregon Total Information System, and the Lane Council of Governments, as well as from records of the Eugene School District. Most of the data are from the 1976-77 school year.

33. Schwartzrock, Herman T. The Development and Implementation of An Arts-Oriented Alternative School. Ph.D. Dissertation, University of Oregon. Available only from: University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 78-10213).

Spurred by the success of a pilot program in arts-centered education developed under the Interdisciplinary Model Programs in the Arts for Children and Teachers (IMPACT) project, the Eugene, Oregon, schools established a Magnet Arts alternative school for 150 elementary students. Sharing space and classified staff with a traditional school, it provided its own teachers, each specializing in one of the arts areas. The curriculum was based on the premise that the arts provide the best vehicle for teaching the basic skills and developing the individual intellectually, emotionally, aesthetically, spiritually, and physically. Organized according to a modified version of cross-age grouping, students worked in several rooms and with different teachers during each day and had less restrictive rules for behavior than those in the traditional program. While the program proved popular, there were elements of dissatisfaction. Parents felt that basic skills were underemphasized. Clashes between the alternative

program and the traditional program caused difficulty. Too many students with behavior problems were allowed into the program. The teachers' role in program planning was too strenuous, calling for up to four meetings a week. A detailed analysis of student, teacher, and parent attitudes toward the program, as revealed in a questionnaire, is included.

FORT WORTH INDEPENDENT SCHOOL DISTRICT, TEXAS

34. Evans Charles L. Elementary Magnet/Vanguard Plan Evaluation. 1976-77, Year II. Fort Worth, Tex.: Fort Worth Independent School District, Dept. of Research and Evaluation. October 1977. 34p. ED 157 908.

Fort Worth Independent School District (FWISD) students scoring at the seventy-seventh percentile and above were exposed to three different treatments: (1) a Magnet Plan involving the reassignment of students and teachers to special schools; (2) a Vanguard Plan for students and teachers within a school; and (3) unspecified instructional enrichment provided in neighborhood schools. After two years, a comparison of standardized test scores revealed no significant differences in achievement in fifth-grade students in the Vanguard Plan or in the neighborhood schools. However, fourth-grade students who were in the Magnet Plan for one year did achieve significantly more than their counterparts in the other two treatments in vocabulary, language, and mathematics. It was found that students in all three treatments tended to maintain their high achievement, while fourth-grade minority students improved their overall performance relative to the national norm group. FWISD students involved in these programs maintained their achievement better than comparable students in these grades just prior to the implementation of the Magnet/Vanguard Plan.

GREENVILLE COUNTY SCHOOL DISTRICT, SOUTH CAROLINA

35. Experienced-Based Career Education, High School Level Demonstration Project. Interim Report. First Year (September 20, 1976 to September 20, 1977). Greenville, S.C.: Greenville County School District. September 1977. 376p. ED 50 283.

This evaluation concerns the first year of a demonstration experience-based career education (EBCE) project implemented to provide realistic career information to J. L. Mann High School, South Carolina, students. The project was intended to provide the EBCE students with community-based

career experiences structured to reinforce academic instruction and combined community experiences in relation to the student's own interests, aptitudes, and abilities. Individualized courses of instruction in English and mathematics were provided to enhance student achievement in basic skills. Evaluation data indicated an overall very favorable response to the EBCE program from students, parents, and the community. Twenty-one of the 34 students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." Limited cognitive data indicated that the EBCE students achieved as well in academic areas as they would have achieved in the conventional program. (Appendixes, which make up the greater part of the document, include various project materials, e.g., management schedule documentation, dissemination schedule documentation, dissemination products, EBCE student handbook, and career guidance objectives and criterion-referenced activities for the classroom teachers.)

HAWAII STATE DEPARTMENT OF EDUCATION

36. Amin, Aminullah; Glenn, Charles E. An Assessment of Factors Affecting the Organizational Climate of Hawaii Elementary Schools. Honolulu, Hawaii: Hawaii State Dept. of Education. July 1971. 95p. ED 154 529.

The problem undertaken by this study was to determine what, if any, relationships exist between the organizational climates of selected schools as measured by the Organizational Climate Description Questionnaire (OCDQ) and the scores of teachers on Form E of the Rokeach Dogmatism Scale. The study was conducted in eight Hawaii public elementary schools in one district complex, which supposed that these schools had a commonality in environmental, socioeconomic, and operational factors. It must be kept in mind that the findings were limited to those perceptions and beliefs held by the teachers in the selected schools, that the OCDQ was adapted for the study, and that the climates of the selected schools were not compared to a normative sample but they were described in terms of their relative position within the sample as well as in terms of six prototypical profiles developed in an earlier study. Despite the commonalities of the schools, the OCDQ did identify schools with organizational climates along the continuum from "open" to "closed". Regardless of the school's identified climate, most of the responding teachers scored low on the belief systems inventory and tended toward flexibility or open-mindedness.

37. Antill, Ellen; Tharp, Roland G. A Comparison of the Industriousness Levels of KEEP and Public School Students. Technical Report #55. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 14p. ED 158 860.

This report compares the on-task behavior (industriousness) of K-3 students in the demonstration school of the Kamehameha Early Education Program (KEEP) with that of children from classes in four public schools. Industriousness was measured by tallying the occurrence of such behaviors as working on an appropriate task, attending to the teacher, or generally behaving as the learning situation required. In general, only data collected in the morning during reading, language arts, or kindergarten-readiness classes were used in the analyses. Results indicated a higher level of on-task behavior in the KEEP classrooms than in the public school classrooms. These differences were significant for the comparisons between KEEP and three of the four public school classrooms.

38. Antill, Ellen. Standardized Tests Results. 1972-75: KEEP and Selected Comparison Groups. Technical Report #36. Honolulu, Hawaii: Hawaii State Dept. of Education. 1975. 18p. ED 158 854.

To verify the assumption that research activities do not interfere with the normal instruction given to students in the demonstration school of the Kamehameha Early Education Program (KEEP), each class's educational and intellectual achievement was assessed, and comparisons were made with other classes in Hawaii. This report compares the results of standardized IQ and achievement tests given to KEEP Classes I, II, and III with results from a school in a rural area of a neighboring island and a school in a middle-class suburb of Honolulu. The results are presented for administrations of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the California Test of Mental Maturity (CTMM), the Metropolitan Readiness Test (MRT), and the Gates-MacGinitie Reading Test. The data indicate that KEEP is meeting its educational responsiblities for its three classes in terms of academic readiness and general, intellectual achievement, both in comparison to national norms and to relatively comparable schools.

39. Au, Kathryn. The Development of a Token Reinforcement System for a Specific Lesson. Technical Report #11. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 8p. ED 158 837.

This paper presents a brief description of a token reinforcement system developed for a kindergarten language class in the Kamehameha Early Education Program (KEEP). Visual reinforcers (colored plastic tabs) were placed next

to the names of individual children on a large chart in the front of the room each time they made a correct response. Five or more correct responses during a session entitled the child to a "good work award" (a piece of paper) which, in turn, enabled the child to "take a run" outdoors. A resultant increase in the total amount of reinforcement (verbal and nonverbal) given to individual children during the lesson was noted.

40. Au, Kathryn. A Preliminary Report on Teaching Academic Readiness. Technical Report #34. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 16p. ED 158 852.

This Kamehameha Early Education Program (KEEP) report describes the development of a systematic program for teaching academic readiness skills to kindergarten children who require special help to develop attentional behaviors. The progress of eight kindergarten children (five boys and three girls) is described to illustrate the merit of the readiness program, which focuses primarily on the development of attentional behaviors in children. Preposition and vocabulary training is provided with reinforcement given in the form of tokens and verbal praise. Fixed assigned places in the classroom reduce distraction, and repetition of phrases is used to reinforce listening behaviors. The children's interest is sustained by varying the lessons slightly from day to day. Finally, the necessity of developing attentional behaviors is discussed, and common teaching problems relating to these behaviors are identified.

41. Au. Kathryn. Relationships Between Selected Teachers Behaviors and Pupil Academic Achievement: Preliminary Observations (Sample Project A). The Effect of Teacher Input on Student Performance (Sample Project B). Technical Report #35. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 30p. ED 158 853.

This Kamehameha Early Education Program (KEEP) report describes two studies on the effects of student-teacher interaction on student performance. Study I explored the relationship between three kinds of teacher behaviors (modeling, teacher attention to individual students, and praise-giving to individual students) and the pupil's academic achievement. The daily achievement of nine kindergarten children in the upper third of their class was recorded. Videotapes of 16 lessons (55 to 30 minutes each) on the use of cuisenaire rods for mathematical development were analyzed. Results indicated that neither the teacher's modeling behavior nor the amount of praise and amount of individual attention awarded by her was related to the children's academic achievement. Study II investigated the effect of two methods of teacher input on student performance: working with one small group for a five-minute period while the other children worked independently

(condition A) and moving from table to table giving individual assistance as needed (condition B). The subjects, 28 kindergarten children, were divided into five heterogeneous groups. One group of six students was assigned to condition A and the rest to condition B. Differences in achievement between condition A and B were not statistically significant, although there were more statements of academic input to students under condition B than under condition A.

42. Chun, Sherlyn; Mays, Violet. "Good Work Awards:" Effects on Children's Families. Technical Report #12. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 7p. ED 158 838.

This brief report describes parental reaction to a reinforcement strategy used with children in the Kamehameha Early Education Program (KEEP). Staff members report that "Good Work Awards" (GWAs) are viewed favorably by mothers of students. GWAs are dittoed notes sent home with children when they have met a minimum criterion for daily classroom work. Parent interviews indicate that children enjoy the attention paid at home to them and the awards, and that parents apparently feel better informed about their children's progress in school when GWAs are brought home frequently. Some parents further reinforce their children when GWAs are brought home. While the effects of the awards appear positive, further analysis of their uses and functions is suggested.

43. Chun, Sherlyn; And Others. Learning Center and Study Carrels: A Comparative Study. 1974. 43p. ED 158 843.

This Kamehameha Early Education Program (KEEP) report presents a comparative study of the work rates of kindergarten and first-grade children in two classroom environments: a learning-center and a study-carrel environment. The subjects, seven matched pairs of kindergarten and first-grade students, were chosen on the basis of the results of a diagnostic arithmetic test. The children were divided into two groups (Group A and Group B) so that the cumulative scores of both groups were equivalent. In phase I of the experiment, Group A was assigned to the study-carrel situation, and Group B to the learning center. In phase II the working conditions for both groups were reversed. The procedure involved an experimental math period consisting of two parts: the instruction period, when all children were present, and the work period, when the groups were assigned to their respective settings. Both groups were tested after 13 days of the experiment at the end of phase I, and after another 13 days at the end of phase II. Data on individual children included the number of problems completed, the number completed correctly, and the percentage completed correctly. Results indicated that for these KEEP children, differences between a socializing setting (learning center) and a socially restricted setting (study carrel) were not associated with differences in either rate of work or learning achievement.

44. Ciborowski, Tom; Prince-Williams, D. An Embedded Items Investigation of Hawaiian Children's Memory. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 10p. ED 158 867.

This study investigated the influence of Pidgin versus Standard English on the mnemonic skills of a group of rural Hawaiian school children and compared the recall performance of rural and urban Hawaiian children. An embedded-items free-recall story task was administered to a group of 30 rural Hawaiian children. Half of the children were tested in Pidgin (Hawaiian Islands Dialect). Analysis revealed no significant dialect-related effects. Analysis also revealed that the older children recalled significantly more items than the younger children. The major finding of the present study, however, was that the overall recall performance of the rural Hawaiian children compared favorably with the performance of a group of urban Hawaiian children as reported in earlier research.

45. Ciborowski, Tom; Prince-Williams, D. The Influence of Rule Structure and Problem Composition on Conceptual Learning Among Rural Hawaiian Children. Technical Report #75. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 12p. ED 158 868.

The conceptual and problem-solving skills of Hawaiian rural elementary school students in the Kamehameha Early Education Program (KEEP) were investigated by comparing the logical connecting rules of conjunction (red and triangle) and inclusive disjunction (red and/or triangle). They were compared with respect to Traditional problems (selection of attributes from two different dimensions and connecting them via a logical rule) vs. Intradimensional problems (selection of attributes from the same dimension and connecting them via a logical rule). Background information briefly sketches learning paradigms, logical connecting rules, and Traditional and Intradimensional problems. Among the results briefly discussed was the major finding that the Intradimensional problems were easier to solve than the Traditional problems and that the children solved the Intradimensional problems on the basis of the simplest available rule. A surprising finding was that children did not find conjunction easier than disjunction.

46. Crowell, Doris. The Use of Minimum Objectives in Curriculum Research and Development, 1975-76. Technical Report #45. Honolulu, Hawaii: Hawaii State Dept. of Education. 1976. 15p. ED 158 859.

This report describes a curriculum, based on stated performance objectives, that was developed and implemented by the Kamehameha Early Education Program (KEEP). The structure of the mathematics and reading curriculum

is described briefly, and the use of performance objectives in evaluating student progress is discussed. Advantages of the curriculum for teachers, for students, and for program development, evaluation, and research are also discussed briefly.

47. Day, Richard R. The Acquisition of Plurality and Tense by Pidgin-Speaking Children. Technical Report #30. Honolulu, Hawaii: Hawaii State Dept. of Education. 1976. 14p. ED 153 448.

This is a report of the results of an investigation of a test of plurality and past tense in standard English (SE). This research replicated Gleason's 1957-58 study in Boston. The subjects were 27 speakers of Hawaiian Creole English (HCE) in a kindergarten class in Honolulu. The results showed that the children produced very few SE plural and past-tense forms. Several interpretations of the results are given. First, HCE-speaking children do not possess the categories of either past tense or plurality. Second, it was the experiment that failed, not the children, who, in other settings, produce plural forms. With regard to past-tense formation, there was probably interference from a Creole rule. In addition, the test situation may have been threatening to the child for cultural reasons. Finally, while the test and the testing situation may have been adequate, the complex language situation in Hawaii may tend to delay complete language development. It is concluded that the same test is not always appropriate in all cultures and that such an investigation can produce damaging results if it is not interpreted properly.

48. Day, Richard; And Others. SERT Transformation Study. Technical Report #70. Honolulu, Hawaii: Kamehameha Schools. February 1977. 19p. ED 153 446.

This research report deals with the transformations of stimulus sentences that primary-grade speakers of Hawaii Creole English (HCE) made when they were asked to repeat sentences said to them in Standard English. The test used was the Kamehameha Early Education Program (KEEP) Standard English Repetition Test (SERT) which was administered to the 21 subjects twice a year in kindergarten, first, and second grades. The four transformation categories used in the investigation were transformational rule difference, lexical substitution, transformational rule difference and lexical substitution, and unmarked surface structure. While the children's responses could be divided into four categories, this paper concentrates on only one of these, HCE transforms, that is, transforming the Standard English (SE) feature into HCE while maintaining the meaning. Results indicate that the majority of transforms in both kindergarten and second grade involve transformational rule differences; that is, a transform based on a difference in the rules of grammar of SE and HCE. Although the frequency of transform

gradually diminishes over time, some transforms, such as those involving the use of the SE copula, are relatively resistant to change. One conclusion of the study is that to date, the phenomenon of transformation has no documented negative educational consequences.

49. Falbo, Toni. The Achievement Attributions of Kindergarteners. Technical Report #39. Honolulu, Hawaii: Hawaii State Dept. of Education. 1975. 16p. ED 158 856.

This study investigated whether kindergarten children have consistent preferences in explaining success and failure outcomes and whether these attributional preferences are related to other variables known to be associated with achievement motivation. The 48 Hawaiian kindergarteners who served as subjects were asked to explain a fictional outcome by choosing between the four attributional determinants of achievement: task difficulty, ability, effort, and luck, which were presented in paired-comparison form. IQ, income, and mothers' education, but not birth order, were found to be related to students' attributional choices. The finding that 89 per cent of the paired-comparison choices were transitive indicates that kindergarten-aged subjects have formed the connection between achievement causes and achievement outcomes. Furthermore, tha data indicate that the attributional patterns associated with high vs. low achievement can already be found among kindergarteners.

50. Falbo, Toni. The Attributional Explanation of Academic Performance by Kindergarteners and Their Teachers. Technical Report #38. Honolulu, Hawaii: Hawaii State Dept. of Education. 1975. 11p. ED 158 855.

This report presents a study designed to determine if five-year-olds possess an understanding of causation that conforms to the Weiner et al. (1971) achievement model. This paper also studies the similarities between the attributional explanations of five-year-olds and their teachers. Twenty-eight kindergarten students, largely part-Hawaiian, were asked to explain the outcome of a story in terms of achievement determinants. Each of four teachers of the class was given a questionnaire for each child and asked to explain a given performance in terms of a rating scale of achievement. Results show outcome (positive and negative), sex, and income to be significantly related to the children's attributional choices. Income and IQ were found to be significantly related to teacher responses. Children's choices of task and ability did not predict teacher responses; choices of luck and effort were significantly related to teacher ratings. The data indicate kindergarten-aged children's awareness of the causal nature of achievement and considerable agreement between teacher and student responses.

51. Fox, Candace. Pre- and Post-Test Results of KEEP Class 2: 1973-74. Technical Report #40. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 31p. ED 158 857.

This report presents the pre- and posttest results for the kindergarten year of the Kamehameha Early Education Program (KEEP) Class 2, 1973-74. Results are presented for the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). Comparisons are made with the pre- and posttest results of Class 1's kindergarten year, 1972-1973. Significant correlates of the three tests and certain SES variables, such as parents' education and occupation, are presented.

52. Fox, Candace; Gallimore, Ronald. The Relationship of Preschool Experience and Socioeconomic Status to Kindergarten and First Grade Achievement. Technical Report. No. 65. Honolulu, Hawaii: Hawaii State Dept. of Education. March 1976. 16p. ED 158 864.

This study examines the effects of preschool attendance on school achievement. The achievement test scores of 50 children in two classes of the Kamehameha Early Education Program (KEEP) who had attended preschool were compared to those of their classmates who had not attended preschool. Measures of kindergarten achievement used were the Wechsler Preschool and Primary Scale of Intelligence, the Metropolitan Readiness Test, and the Standard English Repetition Test, administered in the fall and spring of each class's kindergarten year. The Gates-MacGinitie Reading Test, administered in the spring of the first-grade year, was used as a measure of first-grade reading achievement. It was found that the preschool group had an advantage in verbal ability over the non-preschool group throughout the kindergarten year. However, by the end of first grade, there was no difference in reading achievement between the two groups. Additional analyses, based on socioeconomic status (SES) variables, showed that preschool attenders could not be distinguished from non-preschool attenders on the basis of socioeconomic status. These analyses, however, led to the conclusion that SES is clearly more important to kindergarten achievement than is preschool attendance.

53. Gallimore, Ronald; Tharp, Roland G. Cognitive Research: Progress and Plans. Technical Report No. 32. Honolulu, Hawaii: Hawaii State Dept. of Education. 1974. 10p. ED 158 851.

This summary reports briefly on the progress of KEEP research on cognitive processes, specifically the covert verbal and visual activity of elementary school children. Preliminary research results regarding the infrequent use by children of covert verbal ability, or verbal mediational processes

(unless prompted) are discussed. Informal observations also suggest that the study of visual mediational processes is important and related research efforts to KEEP and elsewhere are noted.

54. Gallimore, Ronald; And Others. The Effects of Elaboration and Rehearsal on Long-Term Retention of Shape Names by Kindergarteners. Technical Report No. 31. Honolulu, Hawaii: Kamehameha Schools. 1974. 16p. ED 158 850.

This paper examines the use of elaboration and overt rehearsal as strategies for incresaing kindergarten children's retention and recall of shape names. The study is part of a large-scale investigation concerned with improving the school achievement of Hawaiian and part-Hawaiian children. Twenty-four kindergarten children enrolled in a demonstration school of the Kamehameha Early Education Program (KEEP) participated in the study. Each child was assigned to one of three treatment conditions: (1) elaboration, in which a shape name was associated with a common object and included in a story; (2) rehearsal, in which the child repeated the shape name until a new shape was introduced; and (3) control, in which the child was asked to trace the shape and say its name. Recall was examined immediately after training, two hours later, and one week later. Results indicated no significant differences between the groups on immediate recall. Elaboration subjects, however, had superior recall on the long-term (one week later) test. Across groups, subjects' scores were positively related to IQ and to number of acquisition trials, and negatively related to delay of testing after training. The educational implications for using elaboration as an instructional strategy are discussed.

55. Gallimore, Ronald; Tharp, Roland G. KEEP Five-Year Summary Report. Honolulu, Hawaii: Kamehaneha Schools. March 1976. 9p. ED 158 870.

This brief summary outlines the activities and findings of the reeearch and development efforts of the Kamehameha Early Education Program (KEEP) from 1971 to 1976. The paper suggests that the original goals of the program were met and that the initial operating procedures agreed upon by KEEP and the Hawaii State Department of Education were followed throughout the five-year period. The phasing of the program and the guidelines that shaped the research projects are described and some research findings are briefly summarized.

56. Gallimore, Ronald; Tharp, Roland, G. KEEP Motivational Research: Strategy and Results. Technical Report No. 24. Honolulu, Hawaii: Kamehameha Schools. 1974. 24p. ED 158 848.

This report briefly summarizes the motivational results of research on the motivational strategy of the Kamehameha Early Education Program (KEEP). The rationale behind KEEP's use of on-task behavior to measure student motivation is discussed and two strategies of motivation enhancement are described. These two strategies were: (1) staff training in the systematic use of behavior-management techniques and (2) classroom formats and organization that increase student attentiveness and productivity. Information is presented on the background for choosing these strategies, the procedures involved in implementing them, and the results of research evaluating their effectiveness in increasing student motivation.

57. Gallimore, Ronald; And Others. The Mutual Problems of Hawaiian-American Students and Public Schools. Technical Report No. 1. Honolulu, Hawaii: Kamehameha Schools. February 1975. 13p. ED 158 830.

This report discusses the findings of an informal survey that examined variations from community to community in the perceptions of problems between Hawaiian-American students and the public schools. School personnel and community residents were interviewed throughout the state of Hawaii, and numerous classrooms were observed. The results of this survey were then used to construct a conceptual model articulating problem clusters associated with communities varying in density of Hawaiian population and degree of organization.

58. Gallimore, Ronald; And Others. Operational Features of the Kamehameha Early Education Project. Technical Report No. 4. Honolulu, Hawaii: Kamehameha Schools. 1974. 1p. ED 158 833.

This report summarizes the operational features of the initial phases of the Kamehameha Early Education Project (KEEP). It discusses the rationale for KEEP'S focus on conducting research on programs similar to those in the public schools rather than on developing radically innovative educational programs. Start-up procedures, such as recruitment of staff and selection of students, are described briefly. Goals of the first year's research project, examining the effects of teacher inservice training, are noted.

59. Gallimore, Ronald; Tharp, Roland G. An Overview of Research Strategies and Findings (1971-1975) of the Kamehameha Early Education Program. Technical Report No. 66. Honolulu, Hawaii: Kamehameha Schools, October 1976. 40p. ED 158 865.

This report reviews the major lines of investigation of the Kamehameha Early Education Program (KEEP) for the period 1971-1975. A brief introductory section describes the selection of initial research strategies, identification of problems, issues in research design (such as internal versus external validity), and problems pertaining to the process of translating theoretical research into classroom practice. A major portion of the report focuses on a discussion of KEEP's four major lines of research: student industriousness, linguistics, reading, and staff training/consultation. Additional areas of KEEP research are briefly summarized and include culture and family research, evaluative and outcome research, and an account of cooperating research efforts with investigators from other institutions.

60. Gallimore, Ronald; And Others. Pretest and Posttest Results of the First KEEP Program Year. Technical Report No. 5. Honolulu, Hawaii: Kamehameha Schools. 1973. 18p. ED 158 834.

This report presents a pretest and posttest evaluation of the first program year of the Kamehameha Early Education Program (KEEP). Each of the 28 children in the KEEP kindergarten class received three tests: the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). The testing scores from the fall and spring were compared on the basis of their correlation with each other and with such other variables, as socioeconomic factors. Improvement on the MRT was only moderately correlated with changes in IQ scores. The children with the greatest changes in IQ scores tended to have had less school experience and came from lower-income families. The high and low MRT change groups showed significant differences on only three of 100 variables, and the three were not in any particular group of variables, as were significant variables of the high and low IQ change groups. SERT scores were highly correlated with all three IQ test measures for both pre- and posttestings, and were consistently related to socioeconomic factors. While SERT scores did significantly increase from fall to spring, the change in SERT scores did not correlate with initial scores.

61. Gallimore, Ronald; And Others. A Proposal to Build an Education Research and Development Program; The Kamehameha Early Education Project Proposal. Technical Report No. 3. Honolulu, Hawaii: Kamehameha Schools. 1974. 12p. ED 158 832.

This report summarizes the programmatic features of a proposal for the Kamehameha Early Education Project (KEEP), a program aimed at the development, demonstration, and dissemination of methods for improving the education of Hawaiian and part-Hawaiian children. A brief description of the proposed project goals, structure, organization, and orientation is presented. Specific project components examined include the demonstration school and the consultation program. The latter is intended to involve both the collection and collation of information and the dissemination of this information to teachers in the public schools. The issue of the project evaluation is touched upon briefly.

62. Gallimore, Ronald; And Others. The Relationship of Sibling Caretaking and Attentiveness to a Peer Tutor. Technical Report No. 20. Honolulu, Hawaii: Kamehameha Schools. 1974. 20p. ED 158 845.

Ethnographically derived measures of sibling caretaking were correlated with attentiveness to a peer tutor for 26 kindergarten children in the Kamehameha Early Education Program (KEEP). It was hypothesized that children raised in a sibling-caretaking system would be more accustomed to learning from other children than those reared primarily by adults. For both boys and girls, greater male sibcare experience was positively associated with number of seconds on task in a dyadic peer tutoring session. Regular classroom on-task rate and measures of ability and achievement were more highly correlated with attentiveness to the peer tutor. The influence of the individual tutor was as great as any other variable considered, including IQ, and certainly greater than a child's experience with sibling caretaking. Limitations of the peer-tutoring format are discussed briefly.

63. Gallimore, Ronald; And Others. Solving Problems in Hawaiian-American Classrooms: Excellent Teaching and Cultural Factors. Technical Report No. 2. Honolulu, Hawaii: Kamehameha Schools. February 1975. 21p. ED 158 831.

This paper describes a community research project that preceded the development of the Kamehameha Early Education Project (KEEP). The community project was designed to assist teachers in solving classroom behavior and academic problems. The initial focus on workshops and theories proved inadequate for dealing with daily classroom problems. A subsequent approach involved classroom consultants who worked with teachers in designing

strategies for more effective teaching and classroom management. These strategies consisted of a three-step process: identifying the target behavior, recording the occurrence of the behavior in the classroom, and developing an intervention strategy. It is suggested that this approach not only reduced problem behaviors but also significantly increased the teachers' sensitivity and responsiveness to individual and cultural differences.

64. Gallimore, Ronald; Tharp, Roland; G. Studies of Standard English and Hawaiian Islands Creole English: KEEP Linguistic Research, 1971-1976. Technical Report No. 59. Honolulu, Hawaii: Kamehameha Schools. March 1976. 64p. ED 153 447.

This report presents a summary of the linguistic research conducted at the Kamehameha Early Education Program (KEEP) during its first five years of operation, as well as a description of relevant linguistic theories. The subjects of the research were the students in the KEEP elementary school (K-3) who were tested twice a year during the five-year period. Two main lines of research are discussed: (1) the development of instruments to measure competence in Standard English (the SERT) and Hawaiian Creole English (the HCERT), and (2) studies of the acquisition and use of specific Standard English (SE) features by Creole-speaking children. The instruments discussed in the first section are described in detail: the technique of elicited information, development of the test items, administration and scoring procedures, and analysis of the results. The studies discussed in the second section were aimed at determining the normative pattern of acquisition of SE features and exploring the effects of various instructional approaches on SE feature acquisition. In this section there is also discussion of studies done with a few supposedly nonverbal children. Conclusions are drawn which deal with the correlation between improvement in Standard English, Creole English, and general language facility and educational development.

65. Higa, William R. Self-Instructional Versus Direct Training in Modifying Children's Impulsive Behavior. Technical Report No. 63. Honolulu, Hawaii: Kamehameha Schools. 1975. 33p. ED 158 863.

This study compares self-instructional (SI) and direct-training (DT) effects on task performance of impulsive kindergarten children. Fifteen subjects with a mean age of 5.87 years and mean WPPSI IQ of 87.6 were randomly assigned to three groups: SI, DT, and control. A pretest, treatments, posttest design which utilized Kagan's (1966) Matching Familiar Figures (MFF) Test, the Porteus (1965) Maze Test, and several sets of task items by Cattell, was employed. SI training was designed to teach subjects

to use self-instructional verbalizations to guide their performances. The DT group received procedural instructions. The attention-control group practiced treatment-group task materials for an equivalent time. There were two training sessions. One-way analysis of variance shows that training effects were significantly different from control effects in the second training session. No significant effects were found among MFF test scores across the pre- and posttesting sessions. Analysis of variance indicates the absence of generalization of training to performance on Raven's (1965) Coloured Progressive Matrices and the classification subtest from Catell's (1950) Culture Fair Intelligence Test. Verbalizations of all subjects during testing were tape-recorded. No group differences in self-instructional verbalizations were found. Relations between verbalizations and test performance were low and nonsignificant. It is concluded that self-instructional training to improve the task performance of impulsive children should be reassessed.

66. Lam, David; And Others. The Uses and Limits of Increasing Motivation. Technical Report No. 6. Honolulu, Hawaii: Kamehameha Schools. 1974. 31p. ED 158 835.

The relationship between Hawaiian children's motivation in school and their teachers' use of contingent social reinforcement was examined in the Kamehameha Early Education Program (KEEP). Student motivation was measured by observation of an unspecified number of subjects' on-task behavior--i.e., how often they worked, attended to the teacher, or behaved as the situation required. Teachers who had received inservice training on the use of contingent social reinforcement were also observed on a regular basis and the frequency of their use of social reinforcement was recorded. Weekly summaries of the rate of positive social reinforcement and the percentage of children on task were posted publicly. The data collected from these observations showed that the KEEP children's average on-task rate was 90 percent and that the percentage of disruptive behavior declined over the six-month observation period to the point where an observer would see, on the average, only one child or no children being disruptive in the KEEP class. Although the teachers' rate of positive social reinforcement did not correlate with the children's on-task measures on a day-to-day level, the quality of the children's work behavior did show a drastic drop when an inexperienced teacher was present and a return to its previously high level when the original teacher, experienced in the use of social reinforcement, returned. It was thus concluded that the students' high level of motivation was attributable to the teachers' frequent use of verbal encouragement and praise.

67. Major KEEP Findings, 1971-1975. Honolulu, Hawaii: Kamehameha Schools. 1974. 4p. ED 158 869.

This report lists the 34 major research findings from the Kamehameha Early Education Program (KEEP) for the years 1971-1975. Each finding is accompanied by a listing of KEEP technical reports and working papers that contain information relevant to that finding. Included among areas covered in the findings are: (1) student motivation, (2) teacher training, (3) student achievement; (4) curriculum, (5) teaching methods, (6) ethnic dialects, (7) family background, and (8) information dissemination.

68. Mays, Violet. Hawaiian Cultural Research: Some Applications and Some Cautions. Technical Report No. 25. Honolulu, Hawaii: Kamehameha Schools. 1974. 11p. ED 158 849.

This report presents an early statement of community and family research plans and activities of the Kamehameha Early Education Program (KEEP) and suggested criteria for non-exploitative cross-cultural research among Hawaiians. Research activities include the study of the lingusitic behavior and interaction styles of Hawaiian kindergarten children's language-switching behavior. Two tests of the Standard English (SE) competence of urban Hawaiian children were developed. Trial administration of the SE Repetition Test (SERT) under a three-person condition produced among participants the Hawaiian speech event known as "talking-story." It is suggested that the three-person condition might be of use in studying the verbal-interaction strategies of Hawaiian chldren. Attempts to gain an insider's perspective on the Hawaiian family system were planned with a view toward the development of a list of categories of distinctive Hawaiian child behavior. Suggested criteria for non-exploitative cross-cultural research among Hawaiians are: (1) research should be planned in terms of the perspectives, needs, and situation of the people studied, and (2) research findings and their implications should be shared with the people studied.

69. Mays, Violet; And Others. Selection of Children for the KEEP Demonstration School: Criteria, Procedures, and Results. Technical Report No. 13. Honolulu, Hawaii: Kamehameha Schools. 1974. 11p. ED 158 839.

This brief report describes the selection of the pupil population of the Kamehameha Early Education Program (KEEP) Demonstration School. The pupil population must be representative of the Kalihi community (an urban area of Honolulu) from which it is drawn. An attempt was made to include 75 percent Hawaiian and 25 percent non-Hawaiian children, to select equal numbers of boys and girls, and to include 66.6 percent low- and 33.3 percent middle-income families. Selection procedures are described, and difficulties in recruitment are discussed.

70. Mays, Violet. Sources of Linguistic Influence: Peers at Learning Centers. Technical Report No. 16. Honolulu, Hawaii: Kamehameha Schools. 1974. 7p. ED 158 841.

This study examined the conversation patterns of 26 Hawaiian kindergarten children in order to determine whether children with a Hawaiian Creole (HC) preference or a Standard English (SE) preference speak to each other. The normal interactions of the children (14 boys and 12 girls) were monitored during the learning-center sessions of the kindergarten class, when the children had random access to each other over a period of time. Data on each child included the names of those he talked to and how often, and how often utterances were addressed to the group or self. These data were subsequently compared to individual scores on the Standard English Repetition Test (SERT) and to the results of a sociometric study done on the same children. Results indicated that conversation patterns were determined by proximity, not by language-code preference. Some sex differences in conversation patterns were also observed.

71. Milay, Alan. Procedures for Classroom Observations: 1973-1974. Technical Report No. 19. Honolulu, Hawaii: Kamehameha Schools. 1974. 41p. ED 158 844.

This report describes classroom-observation techniques used to record the behavior of educational specialists (teachers) and students in a kindergarten and a first-grade classroom of the Kamehameha Early Education Program (KEEP). Classroom behavior was observed and recorded daily during the 1973-1974 school year. Each student was observed three times during each of three daily observation sessions. Behavior during these observation sessions was designated as on-task, off-task, or disruptive. Three coding systems were used successively during the year for recording teacher behavior. Difficulties encountered in the first coding system led to the modifications used in systems II and III. Each of these coding systems focused on the teacher s reinforcement of student behavior. The reliability of the teacher and student coding systems was analyzed by comparing the coding records of independent observers.

72. Omori, Sharon; And Others. Research Disclosure Procedures for the Kamehameha Early Education Project. Technical Report No. 21. Honolulu, Hawaii: Kamehameha Schools. 194. 16p. ED 158 846.

This report describes research disclosure procedures and materials developed for the Kamehameha Early Education Program (KEEP) to fulfill the informed-consent principle of the ethical guidelines of the American Psychological

Association. A requirement for registration of children in the program is that parents attend one of two disclosure meetings. Written announcements of the meetings are mailed to parents and followed up by telephone. At the meetings, parents and staff discuss topics generated by a Parent Information Sheet which emphasizes the research activities of the project. A 10-minute videotaped film of representative research activities is shown, and parents visit some of the research settings in the facility. Parents may also attend a Parent Observation Day to observe their children in the research settings. These procedures are followed individually for parents of children recruited subsequent to the group presentations. No parent has refused to enroll a child because of objections to research activities. The following forms are used: Parent Information Sheet, Request for Registration, Verification of Attendance at Parent Observation Day, and Consent to Participation in the Kamehameha Early Education Program.

73. Omori, Sharon; And Others. A Study of Time Spent Working at Learning Centers. Technical Report No. 17. Honolulu, Hawaii: Kamehameha Schools. 1974. 14p. ED 158 842.

This study examined the proportion of time children in the Kamehameha Early Education Program schools spend on actual school work in learning centers. Systematic time-sampled observations using multiple observers were conducted in December/January and again in March/April. The subjects, 12 children (6 kindergarteners and 6 first graders) were observed two times each in the two time periods by five staff members. Observations were coded for two mutually exclusive behavioral categories of pupil activity; on-task (work-appropriate behavior) and not on-task (behavior not appropriate for the situation, and play behavior following completion of work). Results indicated that children spent proportionately less time working (on-task behavior) than on non-work activities (not on-task behavior).

74. Smith, Kenneth; And Others. The KEEP Phone Discrimination Test. Technical Report No. 64. Honolulu, Hawaii: Kamehameha Schools. 1977. 12p. ED 153 445.

The urban, ethnically Hawaiian child typically experiences great difficulty in learning to read English. In order to determine whether phonological confusion is a source of dialectical interference, the Kamehameha Early Education Program (KEEP) Phone Discrimination Test (KPDT) was developed for the 112 students in the KEEP school (K-3). This research report describes the development of the procedure for item inclusion and for administration of the test. The research sought to answer the following questions: (1) whether bidialectal confusion difficulties should be assumed; (2) whether all confusions of this sort are idiosyncratic in nature; and (3) whether

there is a need for a program to eliminate confusions due to differing phoneme inventories of an idiolectal or dialectal nature. Eight Hawaiian-Creole-speaking children selected by KEEP personnel were the subjects in the development of the test. The final version concentrates on five phoneme pairs that appear to be sources of allophonemic confusion for the children tested. It appears to test (at the allophonemic level) points of overall phonemic confusion that could be predicted to be sources of difficulty in learning phoneme-grapheme correspondence. This report includes a test sample and directions for its administration and use.

75. Speidel, Gisela E. The Effect of Various Reinforcement Contingencies on the Accuracy of Children's Self-Reports. Technical Report No. 46. Honolulu, Hawaii: Kamehameha Schools. 1975. 16p. ED 158 859.

This study, part of the Kamehameha Early Education Program (KEEP), investigated the accuracy of children's self-reports under various contingencies. Sixteen first-grade arithmetic students were randomly assigned to two groups, A and B. It was found that both groups learned to check their own work and report it fairly accurately when no contingencies were present. As soon as a contingency was instituted for correct work, both groups began to inflate their scores significantly so as to obtain the reward. In the final phase, Group A was given an occasional additional reward for correct reporting of its performance, while Group B continued as before. Group A again began to report its performance fairly accurately, while Group B continued to inflate its reports. It is argued that accurate self-reports and self-rewards are dependent upon external stimuli. Previous studies showing reinforcement effects of self-rewards are analyzed in terms of the present findings. Implications of the use of self-administered rewards for classroom management are discussed.

76. Speidel, Gisela. Integration of Staff Development and Research: Description of the Staff Development Project in Progress for the School Year 1975-1976. Technical Report No. 62. Honolulu, Hawaii: Kamehameha Schools. February 1976. 14p. ED 158 862.

This report from the Kamehameha Early Education Program (KEEP) describes the 1975-1976 KEEP staff-development program, which was designed to integrate staff development and research. Specific purposes of the program were: (1) to develop the abilities of the teaching staff in teaching, consultation, and research; (2) to conduct pilot research in effective teaching behaviors and methods in the classroom; and (3) to generate the groundwork for broadening the content of KEEP teachers' consultation efforts in the public schools. The structure of the program is outlined, and several projects undertaken by participants are described briefly. A preliminary evaluation of program effectiveness is presented.

77. Sueoka, Sarah; And Others. Training of Classroom Relevant Behaviors with the "Staats Box." Technical Report No. 9. Honolulu, Hawaii: Kemehameha Schools. 1974. 15p. ED 158 836.

This case study of a kindergarten boy in the Kamehameha Early Education Program (KEEP) suggests that specific operant training in school-relevant behaviors can facilitate classroom adjustment if the training is coordinated with the regular classroom teacher. The subject, considered unmanageable, hyperactive, and aggressive by the staff at his preschool, enrolled in the KEEP kindergarten and was given simple operant training in a "Staats Box" apparatus. In the Staats Box technique, the child works alone with the teacher outside the classroom. He sits next to a partition containing a slot through which the teacher (who is visible to him) drops marbles into a jar at appropriate intervals. The target behaviors--sitting, attending, raising hand and making correct verbal responses--were explained to the subject who was rewarded with a marble each time he responded appropriately to the teacher's questions. Materials used in the training were closely coordinated with the ongoing language experience in the regular classroom. The subject was observed for 20 minutes daily for 10 days prior to the Staats Box sessions, through six days of the training itself, and eight days subsequent to the training. Results indicate that frequencies of the target behaviors in the subject's regular kindergarten class increased both during Staats Box training and after the end of the training, and that the boy successfully adapted to the regular classroom.

78. Tharp, Cathie Jordan. Learning-Teaching Interactions Among Polynesian-Hawaiian Children in a School Context: Rationale, Method, and Preliminary Results. Technical Report No. 67. Honolulu, Hawaii: Kamehameha Scools. November 1976. 16p. ED 158 866.

This paper reports research on interactional patterns associated with teaching and learning among Polynesian-Hawaiian children. Earlier ethnographic studies indicate that Hawaiian people may employ sets of learning and teaching behaviors that differ widely from those usually used in public schools. Comparison of videotaped mother-and-child interactions of both Hawaiians and Midwesterners showed that Hawaiian mothers used fewer verbal directions than did Midwestern mothers, although interaction rates were the same in both groups. Children of Hawaiian mothers who were high in verbal direction were more advanced in school at the end of the first grade than were children of Hawaiian mothers who were low in verbal direction. Observation of Hawaiian child-child classroom interactions has resulted in the identification of information-seeking, help-seeking, and teaching patterns. Interaction of Hawaiian children is built on mutual involvement in the accomplishment of specific tasks. The rule-statements and verbal directions pervasively used by teachers in public schools are notably absent from Hawaiian child-child interactions. Further research into child-child teaching and learning is planned.

79. Tharp, Roland G.; Gallimore, Ronald. Consultation and Dissemination Research Strategy: 1974. Technical Report No. 22. Honolulu, Hawaii: Kamehameha Schools. 1974. 14p. ED 158 847.

This brief report outlines several of the Kamehameha Early Education Program (KEEP) dissemination formats completed, underway, or planned. One of these, the workshop format, was tested in a training program conducted at KEEP over a period of several days. The workshop was designed to teach teachers to use motivation. A second dissemination format tested was intense long-distance consultation. This type of consultation involved visits by participating teachers from the target school for periods of two to three days at regular intervals and three return visits by participating teachers from the target school for intensive work in the KEEP demonstration classroom. The resident-teacher format was the third dissemination format examined. This approach involved the development of a one-semester teacher-training program for use with public school teachers who were brought into the KEEP demonstration school as full-time teaching staff. The final dissemination format examined was university instruction. In this approach, a brief but intense work-training session in the KEEP demonstration school was included as part of a university-credit course for teachers.

80. Tharp, Roland G.; Gallimore, Ronald. KEEP Language Research Strategy. Technical Report No. 14. Honolulu, Hawaii: Kamehameha Schools. 1974. 7p. ED 158 840.

This paper outlines the strategies of Kamehameha Early Education Program (KEEP) language research and briefly reviews the findings through spring 1974. A major research emphasis has been placed on the assessment of Standard English competence of Hawaian school children.

81. Tharp, Roland G.; Gallimore, Ronald. The Uses and Limits of Social Reinforcement and Industriousness for Learning to Read. Technical Report No. 60. Honolulu, Hawaii: Kamehameha Schools. 1976. 32p. ED 158 861.

This report describes a study of the use of social reinforcement to increase the industriousness, and subsequently the reading competence, of children in the kindergarten through third-grade classes of the Kamehameha Early Education Program (KEEP) demonstration school. Teacher behaviors, pupil industriousness, and pupil reading performance were measured in the KEEP school and in classes in five Hawaiian public schools. Comparisons of these measures demonstrated that KEEP teachers use more praise than teachers in the public school classes and that KEEP children are more industrious than public school children. There were no concomitant differences,

however, in reading-achievement scores. It is concluded that while industriousness is important, it is not a sufficient prerequisite for the improvement of reading skills. It is suggested that improvement in reading achievement will depend on the development of a curriculum appropriate for the Hawaiian and part-Hawaiian populations represented in KEEP and in the Hawaiian public schools.

HOUSTON INDEPENDENT SCHOOL DISTRICT, TEXAS

82. Alston, Herbert L. Five-Year Forecast of the Number of Hispanic Students and the Number of LESA Students in HISD - K-6. Title IV-C Pilot Program: An Educational Needs Projection Model. Houston, Tex.: Houston Independent School District. October 1977. 28p. ED 148 172.

The purpose of this paper is to forecast the number of Hispanic students who will enroll in the Houston Independent School District (HISD) in grades K through 6 in the next five years and to forecast the number of Limited-English-Speaking Ability (LESA) students who will need appropriate educational services. These forecasts are made with the use of student-enrollment data that is currently available. The procedures are described in detail. The forecasted enrollment of Hispanic students increases from 31,117 in 1977-78 to 42,678 in 1981-82; the forecasted enrollment of Spanish-speaking LESA students increases from 9,335 in 1977-78 to 12,803 in 1981-82. These forecasts are based on the enrollment of Hispanic students for the last seven years and require the assumption that the enrollment of Hispanic students will follow the same trend for the next five years.

83. Doughtie, Eugene B.; Alston, Herbert L. Revised Technical Manual for the Kindergarten Screening Inventory, Based on Data from 1975-76 School Year. Houston, Tex.: Houston Independent School District. 1976. 122p. ED 154 000.

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The Kindergarten Screening Instrument (KSI) consists of five subscales: (1) the visual scale measures visual acuity at 20 feet; (2) the hearing scale measures the child's ability to hear tape-recorded words; (3) the eye-hand coordination scale indicates the coordination of visual perception and fine muscles; (4) the language-learning scale is a measure of language development in the child's primary language; and (5) the gross motor scale measures the use of large muscles in coordinated body movement. Both English and Spanish versions are available. This technical manual presents data on the reliability of the KSI (split-half reliability,

internal consistency, test-retest reliability, inter-scores reliability, and its validity (content validity, criterion-related predictive validity, criterion-related concurrent validity, construct validity, convergent, and discriminant validity). Information is also included on norms, intercorrelation of the subtests, and referrals by sex and ethnic group.

JEFFERSON COUNTY SCHOOL DISTRICT, LAKEWOOD, COLORADO

84. Blum, Robert E.; Doyle, Linda. A Qualitative Incremental Improvement to Reduce Sex Role Stereotyping on the Career Choices of Junior High Students. Final Project Performance Report. Lakewood, Colo.: Jefferson County Public Schools. November 1977. 51p. ED 151 793.

"The Now and the Future," a unit that integrates career development into existing eighth-and ninth-grade language arts programs, was revised to reduce sex-role stereotyping in career-exploration experiences and was implemented in 24 schools. This project-performance report describes the major activities involved in revising the curriculum materials and implementing the changes. Activities are divided into five categories: materials preparation, inservice preparation and delivery, unit implementation, evaluation, and dissemination. Changes and major problems that arose during the project are also discussed. A breakdown of project participants, sample teacher's guide materials, and a "Sex-Fair Treatment Checklist" used to revise the unit materials are included.

LONDON BOARD OF EDUCATION, ONTARIO, CANADA

85. Smythe, P. C.; And Others. A Survey of Attitudes, and Opinions Concerning the French Programmes in the London Public Schools. Research Bulletin No. 10. Ottawa, Ontario: Dept. of the Secretary of State. November 1976. 270p. ED 155 592.

A survey was carried out at the request of the London, Ontario, Board of Education in order to assess the attitudes of the London community toward the public school system French program. Thirteen groups were identified whose attitudes and opinions concerning French programming were to be sampled. Each group received one of the five forms of the questionnaire developed to assess feelings concerning a variety of issues related to French studies. More than 4,500 questionnaires were distributed, with return rates for the various groups ranging from 40 to 96 percent. This

report summarizes the more-than-25,000 responses to the questionnaires, in both statistical and anecdotal form. The following are among the trends revealed in the data: (1) in general, attitudes toward learning French are positive; (2) more emphasis is currently placed on reading and writing skills than on listening and speaking, and most parents and students would like to see this change; and (3) there is a feeling among parents, students, and teachers that students need greater exposure to native-speaker French.

LOS ANGELES UNIFIED SCHOOL DISTRICT, CALIFORNIA

86. An Analysis of the Impact of Computer Assisted Instruction on a Program Designed to Ameliorate the Effects of Racial Isolation in the Los Nietos School District. Los Nietos, Calif.: Los Nietos Elementary School District. October 1977. 81p. ED 147 395.

The Los Nietos School District in Los Angeles was the first school district in the United States to have its basic skills program supported through intensive use of computers. Through funding under the Emergency School Aid Act (ESAA), the program is embarking on its third year. The system initially supported 17 typewriter-style terminals, but before the end of the year the number was increased to 24. The system supported the following courses: Arithmetic Proficiency Training Program, Elementary Reading Skills, and WRITE. The system was affected by slow response time and software problems and the courses shifted to Elementary Reading Skills (grades 3-6), Elementary Arithmetic (Grades 1-7), and Elementary Language Arts (Grades 3-6). In the evening hours the system was used with adult reading, math, and language skills. Computer Assisted Instruction (CAI), it has been shown, is an effective medium for building internal control in the child who believes that his life is controlled by external forces. It also appears that CAI is a valuable medium of instruction in school districts that are in the process of desegregation. Teachers have reported that pupils who have been the most difficult to handle appear to be particularly attracted to the medium of CAI.

87. Excellence in Social Achievement, Affective Learning, Academic Growth. Los Nietos, Calif.: Los Nietos Elementary School District. 1977. 16p. ED 147 389.

The Los Nietos Basic Skills Program was the first program of computer-assisted instruction funded by the Emergency School Aid Act (ESAA). The system initially supported 17 typewriter-style terminals, but the number was later increased to 24. Because of software problems, the system changed

companies and the courses changed to the following: Elementary Reading Skills (Grades 3-6), Elementary Arithmetic (Grades 1-6), and Elementary Language Arts (Grades 3-6). In the evening hours, the system was used with adult reading, math, and language skills. Computer Assisted Instruction (CAI) takes over the drill-and-practice function of teaching. In the Los Nietos School District in Los Angeles, CAI is being implemented in five schools. Teachers have remarked on the enthusiasm of the children toward the terminals. It seems that pupils who have been the most difficult to handle are particularly attracted to this medium. It also appears that CAI is a valuable medium of instruction in school districts that are in the process of desegregation.

88. Hoverstein, Gloria H. Test of Auditory Comprehension (TAC) for Hearing Impaired Pupils--Reliability and Validity Study. Sacramento, Calif.: California State Dept. of Education. August 1977. 49p. ED 155 197.

The Test of Auditory Comprehension (TAC), one component of the Auditory Skills Instructional Planning System, is a comprehensive test instrument designed for individual use with hearing-impaired pupils, four through twelve years of age, for assessing receptive auditory functioning. Included in the TAC are 10 discrete subtests measuring auditory abilities in three major areas: discrimination, memory sequencing, and figure-ground. TAC reliability was derived from the test results of 82 hearing-impaired pupils who were retested with the TAC within a two- to three-week period after initial testing; a reliability coefficient of .98 was obtained. In addition, variability was studied with 60 pupils, and no significant differences among examiners were found. TAC validity was obtained from the results of 750 hearing-impaired pupils from 29 schools and districts across the country. Results of data analysis, as well as evaluations of the TAC by participating audiologists, demonstrated its validity. Normative data were compiled for this sample, grouped by age and degree of hearing loss.

MILWAUKEE SCHOOL DISTRICT, WISCONSIN

89. Milwaukee ESEA Title VII Bilingual/Bicultural Education Program, 1976, 1977. Milwaukee, Wis.: Milwaukee Public Schools Wisconsin. Dept. of Educational Research and Program Assessment. 1977. 150p. ED 151 409.

Milwaukee, Wisconsin, public school pupils in the 1976-77 Elementary and Secondary Education Act (ESEA) Title VII Bilingual/Bicultural Education Program varied in language dominance from monolingual English to various degrees of bilingualism to monolingual Spanish. The program goals suggest

that the 594 elementary pupils will pursue their studies with about equal ease in their first and second languages by the end of grade six, and the 212 secondary students will increase their communication skills in English and Spanish. In the developmental model, bilingual teachers present the regular curricula in both Spanish and English in a K-12 program that emphasizes Hispanic culture. The evaluation covers academic language skills; student, teacher and parent attitudes; and at the secondary level, career orientation and typing skills. The major end-of-year findings are cited, and the results of six related studies are given. In addition, recommendations for the 1977-1978 Bilingual/Bicultural Program are offered.

MINNEAPOLIS PUBLIC SCHOOLS, MINNESOTA

90. Asplund, Bennett; Benolken, David. Bryant Junior High School Concentrated Education Center Reading Program. Minneapolis, Minn.: Minneapolis Public Schools. 1974. 28p. ED 151 729.

This report, included in "Effective Reading Programs...," describes a Title I sequential reading support program for educationally disadvantaged junior high school students and analyzes the vocabulary and reading comprehension test results of this program for the school year 1972-1973. After group and individual pretesting in reading and math, students were assigned to the following groups: those lacking word or letter recognition, those lacking reading comprehension, those reading at the fifth-grade level who needed reading-grade-level improvement, and those reading within a year of grade level who required no special program. The reading teachers of the support team offered services within the classroom setting and on an individual basis every hour of the school day. In addition, staffing with the student, the classroom teacher, and other involved personnel was a key element in the individualized program. After eight months, the Gates-MacGinitie Vocabulary and Comprehension tests were administered to both Title I and non-Title I students in grades seven through nine. Generally, Title I students increased in grade level from five to eight months. The report includes six tables of test results and an analysis of each table.

91. Mirkin, Phyllis K.; Higgins, Paul S. Title I Neglected and Delinquent Program in Minneapolis: A Critique of the Present Evaluation Requirements and a Proposal for Future Evaluation. Minneapolis, Minn.: Minneapolis Public Schools, Dept. of Research and Evaluation. November 1976. 82p. ED 147 933.

An independent research consultant was retained to describe the operation of the Minneapolis Public Schools' Title I programs for Neglected

and Delinquent (N & D) children, to critique the current methods used to evaluate N & D programs, and to suggest improved evaluation methods for the future. This publication consists of two parts; a preface and interpretative summary prepared by a member of the district's research and evaluation department, and the consultant's report. The consultant's report, which makes up most of the publication, is divided into three parts. Part I reviews the current regulations for Title I N & D evaluation and concludes that present procedures do not result in accurate selection of students for programs or adequate evaluation of program effects. Part 2 proposes needs-assessment and evaluation procedures that are integrated to provide continuous feedback on student and program achievement. Part 3 discusses the cost of implementing Data Based Program Modification.

MONTGOMERY COUNTY SCHOOLS, MARYLAND

92. Report of the Task Force on Teacher Evaluation. Preliminary Report. Rockville, Md.: Montgomery County Public Schools. July 1972. 32p. ED 148 732.

This document, reporting on the findings of the Montgomery County, Maryland, Public School System Task Force on Teacher Evaluation, presents an overall view of teacher evaluation (rationale, purposes, and objectives), criteria for judging teacher effectiveness, methods for assuring quality control, and implementation procedures. Teacher effectiveness is rated according to teacher performance on 11 behavior indices, each of which is illustrated by from four to seven behavior indicators. Evaluation instruments, worksheets, and evaluation schedules are suggested.

MOUNT DIABLO UNIFIED SCHOOL DISTRICT, CALIFORNIA.

93. Gage, Thomas E. A Report on the Evaluation of Pilot English Selective Courses in the Mount Diablo Unified School District. Concord, Calif.: Mount Diablo Unified School District. 1971. 107p. ED 978 438.

This report discusses the results of an evaluation of 11 high school elective, ungraded English courses offered by the Mount Diablo School District in California. The courses were evaluated by classroom teachers and administrators on the basis of modifications of nine of the twelve hypotheses derived from studies by Squire and Applebee regarding the characteristics that should be found in superior English programs. The

courses were: the literature of fantasy, black literature, Russian literature, literary classics, Bible as literature, short story developmental reading, the film, speed reading, humorous literature, and applied English. Appendixes include: (1) a description of the ungraded English programs; (2) the evaluation assignment, (3) the nine hypotheses used in evaluating the courses, (4) the procedure for evaluation of the courses, (5) the classroom observation form, and (6) the student responses to English courses.

94. Schevill, Helen Shaner. Longitudinal Kindergarten-First Grade Perceptual Study: Temporal Ordering and First Grade Reading. Concord, Calif.: Mount Diablo Unified School District. February 1973. 27p. ED 078 907.

This report investigates perceptual functioning in the kindergarten-first grade period for slow- and average-maturing children. Two sets of auditory and visual tasks were devised: (1) identifying the first of an ordered pair of lights or tones when speed of presentation was a factor; and (2) categorizing each stimulus signal either by a uni- or dual response. Consistent patterns of behavior were found for each group of children when reading readiness scores, grade level, and sensory modality were the crucial variable. Deficiencies in auditory, but not visual, perceptual encoding were found in slow learners' first-grade performance.

95. Wall, Harvey R.; Reasoner, Robert W. Team Teaching. A Descriptive and Evaluative Study of a Program for the Primary Grades. Concord, Calif.: Mount Diablo Unified School District. February 1962. 140p. ED 027 083.

Team teaching was introduced in a summer academic program for grades one through three in Concord, California. Each team was composed of three or four teachers and a teacher aide. A total of 410 children were assigned to four teams, and curriculum was basically enrichment-oriented with assistance for those with remedial problems. The curriculum included reading, mathematics, music, Spanish, social studies, art, physical education, and folk dancing. After a period of experimenting with organization, teams developed creativity, flexibility, and productivity by adapting curriculum to emerging needs of the children. The principal's role of coordinator strengthened interpersonal relationships within teams. This document describes and evaluates the program.

NEW YORK CITY PUBLIC SCHOOLS, NEW YORK

96. A Comprehensive Occupational Education System, Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area. Brooklyn, N.Y.: New York City Board of Education. August 1977. 62p. ED 147 494.

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the COER (Comprehensive Occupation Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the COER Project, and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following 12 major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor-market needs; curriculum development; coordinating--involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up; personnel development; articulation; monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education: a career development center. Finally, guidelines for planning a career development center facility are presented.

97. A Comprehensive Occupational Education System: Research and Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx. Brooklyn, N.Y.: New York City Board of Education, Division of Educational Planning and Support. August 1977. 422p. ED 147 495.

Designed to gather and analyze the information needed to develop a plan for a model comprehensive occupational education system (COES), this research project is reported in five chapters. Chapter 1 provides an overview of the project, which was conducted in the borough of the Bronx in New York City because this area exemplifies the problems of urban education and has a high unemployment rate for minority teenagers. Chapter 2 defines the existing occupational education delivery system, identifies the unmet needs of the target population, and provides an analysis of the labor market. Chapters 3 and 4 present the plan for a COES and its component parts: a career development center (CDC), a centralized information system, and a career guidance system. Organized schemes for both a COES and a CDC are presented, as well as sections dealing with facilities planning, transportation and scheduling patterns, curriculum development, and coordination with business/industry/labor/community. The final chapter presents the conclusions and recommendation of the COER Project (Comprehensive Occupational Education Research). Suggested guidelines for developing such a system in other large cities are included in a companion document.

98. Echternacht, Gary. BCRMD Program for Multiply Handicapped Pupils: Evaluation Report. School Year 1975-1976. Brooklyn, N.Y.: New York City Board of Education. 1976. 37p. ED 148 062.

Presented is an evaluation of a program that provided supplementary prereading and mathematics instruction to multiply handicapped children (physically and mentally handicapped) in six elementary and two intermediate schools. It is explained that students were individually instructed on objectives that they failed on the McGraw Hill Test of Basic Experiences (TOBE). Results of the TOBE language and mathematics test are said to indicate that 70 percent of the students achieved mastery in at least five language and math objectives. Data on student performance include the distribution of percentage level of mastery of instructional objectives. Eight recommendations are made, including minor expansion of the program, review of the TOBE, and maintenance of student performance data.

99. Forlano, George. Family Living, Including Sex Education. Brooklyn, N.Y.: New York City Board of Education, Bureau of Educational Research. August 1970. 110p. ED 156 729.

This volume describes and evaluates 21 selected New York City Board of Education Umbrella Programs for the 1974-1975 school year. The programs include: (1) the parent resource center; (2) the teacher self-help program; (3) the East Harlen pre-kindergarten center; (4) the Brooklyn College volunteer program, tutoring program, (5) the parent education for pupil progress program, (6) the career awareness program, (7) teaching English to adults in their homes, (8) advanced reading development, (9) the parent orientation program, (10) community and school education development, (11) basic skills after school for pre-kindergarten, (12) the Goddard-Riverside Educational camp, (13) the Afro-American history caravan, (14) the mental hygiene-linguistic reading program, (15) the High Rock educational program, (16) pictures as a basis for teaching reading, (17) developing an informal parents group, (18) perceptual conditioning for decoding, (19) reading and language, (20) project miniteacher, and (21) the parent child orientation program.

100. Minton, Judith. Summer 1976 Program for Deaf Children: Evaluation Report, Evaluation Period, July 2-August 13, 1976. Brooklyn, N.Y.: New York City Board of Education. 1976. 24p. ED 148 963.

The evaluation of a summer project for 110 deaf children (5-14 years old) describes findings in terms of project objectives. Analysis of objectives is said to indicate that intellectual growth took place for

most of the students during the program and that the success ratio for achieving mastery was high. Eight recommendations are listed, including greater emphasis on language-oriented objectives. Statistical data on student performance is appended.

ORLEANS PARISH SCHOOL BOARD, LOUISIANA

101. Suhor, Charles. Mass Testing in Composition: Is It Worth Doing Badly? New Orleans, La.: New Orleans Public Schools, Division of Instruction. June 1977. 27p. ED 147 807.

In attempting to meet school-board mandates for competency-based testing in composition, educators must devise the most acceptable testing programs they can. This paper describes a design (the Paul Diederich system) for testing students' writing skills, which yields statistically reliable data on individual students, and reports on a New Orleans project in which the Diederich system was implemented in one middle school, three junior high schools, and three senior high schools. The paper explains the program procedures, which involve the collection of four writing samples from each student and the rating of the papers by eight teachers during a school year. It points out some useful data that emerged from the testing program, and notes its effectiveness as an inservice tool. The paper also points out problems in administering the program, which led to the conclusion that the total design is not practical for mass testing purposes. The paper then shows how a modified version of the Diederich system was devised for use in New Orleans schools. In the modified design, the total student population in each school is tested only once. Test scores are used, in conjunction with teacher recommendations, as the basis for placing students with poor writing skills in remedial programs.

PHILADELPHIA SCHOOL DISTRICT, PENNSYLVANIA

102. Alternative Programs: School District of Philadelphia. Philadelphia, Penn.: Philadelphia School District. 1977. 63p. ED 150 747.

Program Descriptions for the Philadelphia school district's 102 alternative elementary and secondary programs constitute the bulk of this booklet. Descriptions include information on number of students, grade levels, administrative staff, and program purposes. A brief summary of the evaluation of alternative education programs, and criteria for alternative program proposals are also included.

103. Bass, Aaron. Study of Parent Involvement in Early Childhood Education Programs, Report #7844. Philadelphia, Penn.: Philadelphia Public School District, Office of Research and Evaluation. October 1977. 83p. ED 152 400.

This report presents a broad preliminary examination of parent involvement in eight early-childhood-education programs in the School District of Philadelphia: Child Care, Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Data were collected, from September 1976 through May 9977, using a reporting form developed for the evaluation. Questionnaires were completed by people in different job classifications (teachers, social workers, parent advisory committee chairpersons, and so on). Data collected include rate of questionnaire return, function of the main parent group, extent of parent participation in meetings, parent volunteer time, and types of volunteer roles. Results showed a tendency for program-specific organizations to view their major function as participating in and/or planning educational activities, while programs without specific parent organizations tended to view their major function as fund raising. The appendixes, which constitute more than half of the document, contain The Quarterly Parent Involvement Questionnaire and data for each of the eight programs reviewed.

104. Chern, Hermine J.; And Others. Evaluation of Career Education Projects, 1976-1977. Report #7829. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. January 1978. 187p. ED 156 697.

Evaluations of 30 career-education projects in the School District of Philadelphia, Pennsylvania, are contained in this report. Fifteen of the projects concern classroom or shop instruction, six concern development and/or field testing of curriculum materials, and the remainder involve staff development, installation of shop equipment, job placement, guidance programs, and a vocational education research project. Each evaluation covers a project description and history, project objectives as stated in the proposal, project implementation, evaluation questions, attainment of objectives, and conclusions and recommendations. Projects concerned with instruction cover a range of subjects including warehouse and office practices, transcription skills, distributive education, consumerism, restaurant practices, crafts, homemaking, and factory work. Curriculum-development projects reflect an emphasis on individualized instruction and involve business, distributive and cooperative education, home economics, career exploration and planning, and automotive shop. Three job placement projects were also evaluated, as well as three programs involving career awareness and pre-employment counseling. These projects included medical laboratory experience at a local hospital and vocational guidance experience in specially equipped buses. Among project participants were disadvantaged, pregnant, and orthopedically and mentally handicapped students, as well as parents and staff members. Included also is the evaluation of a three-year project designed to develop a classroom model for adjusting curriculum, facilities, and personnel in vocational training programs.

105. Evaluation of Title I ESEA Projects. 1976-1977: Abstracts. Report #77139. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. August 1977. 159p. ED 156 702.

Abstracts of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the School District of Philadelphia, Pennsylvania, are compiled in this volume. Information concerning current management information, observed activities, attainment of objectives, and program impact is provided for each project. The abstracts also describe project operating years, grades budget, and services provided. Two series of comprehensive projects were aimed at reducing deficiencies in basic reading and mathematics skills in kindergarten through twelfth-grade students. These projects encompassed individualized instruction, parental involvement, skills centers, mathematics specialists, activity-centered instruction for educable retarded children, and resource teachers. Remedial assistance in computational skills was provided through classroom, tutorial, and individualized instruction. Other projects involved introducing students to world affairs and global problems, summer reading readiness, counseling services, aide instruction, institutions for neglected and delinquent bilingual education, an individualized education center, intensive reading for secondary students, affective education, and alternative programs. Summer components of Title I projects are briefly abstracted.

106. Evaluation of Title I ESEA Projects, 1976-1777: Technical Reports. Report #77140. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. November 1977. 254p. ED 156 701.

This volume compiles technical reports of Title I Elementary and Secondary Education Act project evaluations conducted during the 1976-77 academic year in the School District of Philadelphia, Pennsylvania. The reports include rationale, expected outcomes, mode of operation, previous evaluative findings, current implementation, and attainment of objectives for each project. A series of comprehensive mathematics projects dealt with educable retarded and Title I students in grades 2-12, and focused on remedial assistance in computational skills through classroom, tutorial, and individualized instruction. Included was a project to reduce mathematics-skill deficiencies in grades 2-6 by providing the schools with mathematics resource teachers. A series of comprehensive reading projects provided similar remedial instruction. Other projects involved intensive reading, bilingual education, counseling, computer-assisted instruction, skill and learning centers, a multimedia center, and neglected and delinquent children. A project to provide high school students with cultural and curricular enrichment to motivate them to seek postsecondary education, and a project employing local residents as school-community coordinators were also evaluated. Summer components of Title I projects are also examined. Favorable learning environments, reversal of some student underachievement trends, and increased parental participation are attributed to Philadelphia's Title I projects.

107. Figgures, Cleo. Report of Early Childhood Programs Health Services 1976-1977. Report #7842. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. October 1977. 36p. ED 152 402.

This report briefly describes the health (medical, dental, and psychological/mental health) services of five School District of Philadelphia early-childhood programs: Child Care, Get Set Day Care, Parent Cooperative Nurseries, Prekindergarten Head Start, and Follow Through. Programs with and without mandated health components are included. Detailed information on the health components of three of these programs is given in three separate appendixes, each including a narrative explaining the type of health care given, providers of care, and number of pupils served. Data indicate that although there is wide variation in the way health care is delivered to the students, common characteristics do exist among the programs which allow for the delivery of similar services. Based on the cumulative information, problems with vision, hearing, and nutrition (growth) were identified as prevalent among children in all the programs. Results are discussed and recommendations are made.

108. Goodwin, Judy; Prusso, Kenneth W. Report of Early Childhood Education Programs Staff Development. Volume I and Volume II (Appendixes). Report # 7843. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. October 1977. 176p. ED 152 398.

This report describes a survey of instructional staff in eight School District of Philadelphia early-childhood education programs regarding their views of staff-development activities. The programs were: Child Care, Original Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Supervisory personnel, teachers, assistant teachers, and aides completed one of two comprehensive staff development questionnaires investigating such areas as: types of ongoing staff development provided by supervisors, staff attendance at workshops, staff satisfaction with development activities, and the impact of staff development on classroom practices. Data were collected in the spring of 1977. Questionnaire response rates are discussed and major staff development characteristics are examined across the eight programs in terms of supervisory staff responses, and teacher, assistant teacher, and aide responses. The appendixes, which constitute the bulk of the document, contain the two questionnaires and a summary of responses for each program.

109. Prusso, Kenneth W. Prekindergarten Head Start Evaluation Year End Report 1976-1977. Report # 7808. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. July 1977. 79p. ED 152 399.

This report is a compilation of information on the educational parent involvement, health services, social services, and staff-development components of Prekindergarten Head Start, a School District of Philadelphia child-development preschool program for children of low-income families. Instructional models used in the program were Bank Street, Montessori, Behavioral Analysis, Open Classroom, and Responsive Learning. Children's development was documented by teachers using checklists in seven areas: gross motor, fine motor manipulation, writing, social, self-help, language, and cognition. Information on the program was gathered through various instruments involving direct observation, opinion surveys, and summary documents. While all groups of children were found to show increases in their developmental skills, different developmental "profiles" were found for the different instructional models. The majority of the 850 children in the program were screened for a variety of health problems, and most of those who were found to be in need were treated. Ninety-three percent of the 700 families with children in the program were identified as needing help of a social-service nature, and nearly 75 percent of the families so identified received help. Parents participated in a variety of center activities. Staff workshops were reported to affect classroom practices. Appendixes contain evaluation forms and observation data.

110. Scheiner, Louis. Project PEACH: A Prescriptive Educational Approach for Children with Handicaps. E.S.E.A. - Title VI-B. 1976-1977, and Appendix. Report #77154. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. February 1978. 403p. ED 159 208.

The School District of Philadelphia, through its Prescriptive Educational Approach to Children with Handicaps (PEACH) Project, funded under E.S.E.A. Title VI-B, provided diagnostic, referral, and prescriptive educational services for preschool children between the ages of 3 and 4.7 years. Priority was given to those children who were most severely handicapped and closest to school age. A public-awareness campaign was conducted to locate and identify handicapped children and to inform parents of the services available. Children were evaluated by a multidisciplinary team of specialists, and an Individual Education Program was then written. The staff assumed responsiblity for finding an appropriate placement, for each child diagnosed as handicapped, in a preschool agency-sponsored program; home instruction; a Family Service program; or the Preschool Speech and Hearing program. Six of the seven major objectives of the PEACH program were fully implemented. Problems included the cumbersome manual system of storing data on the children and the low staff productivity in handling cases. Extensive information is provided regarding goal accomplishment, and a large number of memoranda, press releases, forms, and activity reports are appended.

111. Silbermann, David J. The First Use of the Learning Accomplishment Profile (LAP) in Prekindergarten Head Start 1976-1977. Report # 77137. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. May 1977. 23p. ED 150 149.

Prekindergarten Head Start teachers were trained to administer the Learning Accomplishment Profile (LAP), an objective checklist of development in seven areas: gross motor, fine motor manipulation, writing, social, self help, cognitive, and language skills. Data were collected from separate groups of three-, four-, and five-year old children to ascertain how well the instrument differentiated between age groups and how consistently items were administered from site to site. A questionnaire administered to these teachers showed generally positive attitudes toward the LAP, and showed that the instrument provided useful information although further revision was recommended.

112. Silbermann, David. Report on Early Childhood Programs Social Services 1976-1977. Report # 7841. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. October 1977. 49p. ED 152 401.

This report describes the nature and extent of formal social-service support provided to families with children enrolled in one of the following School District of Philadelphia early-childhood programs: Child Care, Follow Through, Get Set Oay Care, and Prekindergarten Head Start. This report covers the period September 1, 1976 through June 30, 1977. In the body of the paper, comprehensive summary data for all programs is presented. In the appendixes, each program is discussed individually and specific data relating to each program site are presented. Data include the nature of contacts between parents and social service workers (home visits, phone contacts), percentage of families identified as needing help, and the percentage of these families provided with help. Data indicate that the patterns of social service worker-parent contacts show considerable variation across programs in both pattern and extent of contacts.

113. Strandmark, John F.; And Others. Building Experience-Based Career Education: First Year Evaluation Report 1976-1977. Philadelphia, Penn.: Philadelphia School District. August 1977. 123p. ED 150 294.

A third-party evaluation was conducted after the first year of the Building Experience-Based Career Education project (BEBCE). BEBCE is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Philadelphia and to assist high school students in successful transition to adulthood. Career development,

life skills, and basic skills are emphasized as well as extensive student exposure and experience in the community through seven individualized learning activities: career explorations, investigations, projects, life competencies, student journals, employer seminars, and term papers. Data are provided concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, implementation of learning activities), and concerning student outcomes and participant-perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. Recommendations made included the following: increase nontraditional career opportunities and role models for students and provide additional staff training in sex fairness and in individualization of instruction.

114. Title I ESEA Projects: Digest of Annual Evaluation. Supplementary Edition 1977-1978. Philadelphia, Penn.: Philadelphia School District, Office of Research and Evaluation. March 1978. 79p. RD 157 931.

This supplement provides a historical summary, for the Philadelphia, Pennsylvania, schools of the key findings in the Annual Evaluations of each Elementary and Secondary Education Act Title I project since 1975. The 1977-1978 management information, the key findings for 1975-1976 and 1976-1977, as well as the preliminary findings for 1977-1978 are included. The preliminary findings are not intended as a summative evaluation of any project. Summative evaluation findings will be included in a later report. Projects described here include: Affective Education, Alternative Programs, Benchmark, Bilingual Education, Project Bridge, Comprehensive Mathematics Project, Comprehensive Reading Project, Computer-Assisted Instruction, Counseling Services, Education in World Affairs, English as a Second Language, Project Follow Through, Institutions for Neglected and Delinquent Children, Learning Centers, Motivation, Multimedia Center, School Community Coordinator, Summer Special Education, Elementary Mathematics Classroom Aides, and Preschool Child Development Project.

PHOENIX UNIFIED SCHOOL DISTRICT, ARIZONA

115. Woods, Carol L.; And Others. Evaluation Report of the ESEA Title I Part B Pilot Kindergarten Program, 1976-1977. Phoenix, Arizona: Phoenix Elementary School District. 1977. 68p. ED 148 479.

This report presents an evaluation of an ESEA Title I Pilot Kindergarten Program in Phoenix, Arizona. The three-month project involved an extended day program for eight kindergarten classes from five schools during

the 1976-1977 school year. The report is organized into five sections. Section I presents the Student Performance Results. These results represent the percentage of gain in scores on the Metropolitan Readiness Test Level I from the beginning to the end of the three-month program for the five target schools considered separately and as a unit. Section II presents the Parent Survey Results. These results represent parent responses to a pre- and post-program survey of parent attitudes towards parent-child activities and child behavior, both in the program and in the home. Section III, Parent Comments, presents lists of comments made by parents after participation in the instructional activities of the kindergarten classroom. Section IV presents the Educational Variable Survey Results. These results represent each teacher's responses to questions related to his or her instructional program. Section V describes the recommendations for the continuation of the program based on the evaluation results and the opinions of the teachers and parents. The appendixes to the paper include copies of the Parent Survey Form and of the Educational Variable Survey Form.

PINELLAS COUNTY SCHOOLS, CLEARWATER, FLORIDA

116. Brody, Viola; And Others. Sourcebook for Finding Your Way to Helping Young Children Through Developmental Play. Clearwater, Fla.: Pinellas County District School Board. 1976. 71p. ED 150 763.

This is a sourcebook for the developmental play program, a relationship-focused, activity-based intervention program for learning problem-, behavior problem-, Head Start-, and normal children (two to six years old), and a training model in child development and parenting for participating adults. Following an introductory section are descriptions of the program's goals and rationale (including the stimulation of child-adult attachment behavior); structure and program participants; goals and stages of one-to-one child-adult play; suggested one-to-one activities to encourage and establish physical contact, to encourage fantasy, to establish relationships with other one-to-one partners, and to help the adult respond to the child's cues; goals, stages, and activities for circle-time play; goals, stages, and activities for juice time; songs for developmental play; selection, training, and development of program adults; and assessment methods and behavioral changes associated with developmental play. A final section covers such areas as selection of schools, equipment, and space requirement, selection of adults and children, communication with parents, and some potential problems. Appendixes include statistical data showing the effectiveness of developmental play programs, suggestions for scales used, quotes from participating adults, and sample handouts.

PORTLAND PUBLIC SCHOOLS, MAINE

117. Singh, Balwant; And Others. Development and Analysis of the "Responsibility" Test. Portland, Maine: Portland Public Schools. 22p. ED 154 037.

The Responsibility Test measures the secondary school student's level of knowledge (remembering or recall, understanding and thinking) of social responsibility, the benefits and costs of types of responsibility, the conditions and conflicts of responsbility, and ways of providing responsible behavior. It consists of 21 multiple-choice items, five true-false items, and two essay-type items. The test, summary statistics, item statistics, and the answer key are included.

PORTLAND PUBLIC SCHOOL DISTRICT 1J, OREGON

118. An Analysis of Cluster Program Needs in the Portland Public Schools. Portland, Ore.: Portland Public Schools. January 1977. 46p. ED 147 521.

This report presents an updated review of employment projection and supply data as related to current job cluster program enrollment in the Portland, Oregon, School District. The methods for gathering the data are described and estimates for future enrollment needs are recommended for 18 occupational clusters. Three-fourths of the report is contained in an appendix that presents charts and data on Portland-area employment estimates, growth estimates, average cluster enrollment, cluster completions, estimated enrollment needs, major areas of employment and estimated growth, and 1975-76 school and community profiles of Portland-area high schools. Occupational Employment Statistics (OES) Title cluster assignments are also listed.

119. Design and Field Testing of a Systematic Procedure for Evaluating Vocational Programs. Final Report. Portland, Ore.: Portland Public Schools. June 1975. 61p. ED 150 296.

The purpose of the project was to design and field-test a system for evaluating the adequacy of the vocational curriculum utilized by the Vocational Village, an alternative school for the training of individuals who have experienced failure in other educational models, and which will assess the degree of congruence between instructional curriculum and

industrial needs. Representatives of business and industry were advisory committee members in each of the program clusters (industrial mechanics, marketing, food services, health occupations, office occupations, and welding/sheet metal). Four roles were assumed by committee members: (1) assist in determining level and kinds of entry-level jobs available to graduates and delineating the personal and technical skills required for these positions; (2) assist in identifying and developing the criteria for assessing students' skills; (3) assist in implementing the evaluation procedures developed on the basis of the performance criteria; and (4) provide recommendations for program modification on the basis of the evaluative results. Although there was some initial difficulty in orienting committee members and instructors, the design was formulated and pilot tested during the 1974-75 school year. Final results are yet to be seen, but initial indications of the project's impact upon the vocational curriculum are positive. Steps are being planned for follow-up and revision of the evaluation procedures. The report includes a description of the Vocational Village program, project operational procedures, a report of the status of the pilot testing, and preliminary conclusions.

120. Hansen, Joe B. Quality Control in Title I Evaluation: Problems and Approaches. Portland, Ore.: Portland Public School District. March 1977. 16p. ED 155 193.

Educational program evaluation is subject to many difficulties. Some conceptual problems are: understanding of decisions to be made, adequate definition, consensus on values and criteria, coordination among adminstrative levels, and use of an appropriate evaluation model. Technical problems include poor data collection, faulty analysis, and inappropriate inferences. Elementary and Secondary Education Act Title I programs have been closely regulated, but this has not eliminated the difficulties of evaluation. Therefore, the Portland, Oregon, Public Schools established, as a function of the central Evaluation Department, the responsibility of auditing the evaluations performed in each of the three subdistricts. Professional standards for evaluating data, methodology, and reporting were developed in cooperation with the subdistricts and published as formal guidelines. Although the auditing procedure was planned to consist of three stages, only two stages were actually completed: the review and critique of the design and instrumentation, and the review and critique of the final evaluation report. Time constraints prevented completion of the second stage, monitoring of the data-collection activities. Suggestions for successful auditing are included: these guidelines describe personnel selection; effective communication; systematic standards; and administrative support.

121. Models for the Use of a Data Base in Planning State and Local Vocational Programs. Final Report. Portland, Ore.: Portland Public Schools. August 1977. 23p. ED 147 518.

This report describes a project designed to: (1) develop models for use of vocational education data available from the Oregon Management Information System (MIS) to implement decision making at key points in program planning and curriculum development; and (2) design, develop, and test a system to improve the competencies of state and local personnel in the use of MIS data and its relationship to program planning, curriculum development, and career guidance. Content covers project limitations, organization, program planning stages and procedures, and results, which included the following: models (developed at the state level) for using the vocational education data bases; a college master plan and a curriculum planning model developed by Lane Community College (Oregon); and Portland, Oregon, School District's identification of steps deemed necessary for effective vocational program and curriculum planning, and strategies for applying these steps. For the specific models developed, see related documents.

122. Welsh, Phil. Portland Public School System Implementation of an Experience-Based Career Education Program. Final Evaluation Report. Portland, Ore.: Portland Public Schools. September 1977. 66p. ED 147 526.

Student outcome objectives and process objectives were the focus of the Portland Experience-Based Career Education (EBCE) project evaluation. The Portland EBCE project followed the EBCE model developed by the Appalachia Educational Laboratory (AEL), based on experiential learning with career and academic experiences in the community. A total of 33 sophomores, juniors, and seniors participated in the program during the 1976-77 school year. These students were pre- and posttested in the areas of basic academic skills, career development, and life skills. Process objectives were evaluated using document review and observation, interviews with students, staff and resource persons, and opinion and attitude questionnaires administered to parents and resource persons. All student outcome objectives were achieved as were all process objectives, and the majority of attitudes expressed toward the EBCE program were positive. Appendixes provide survey results and support documentation relating to program efforts and plan.

PRINCE WILLIAM COUNTY SCHOOLS, VIRGINIA

123. Buttram, Joan L.; Blair, Mark W. ExCEL, Exploring Careers Through Experiential Learning: Year One Evaluation Report. Manassas, Va.: Prince William County Schools. August 1977. 154p. ED 150 295.

This is a report of a third-party evaluation of the first year of the Exploring Careers through Experiential Learning project (ExCEL). ExCEL is a planned adaptation of the Northwest Regional Education Laboratory model (NWREL) to meet the needs of students in Prince William County, Virginia, and to help high school students make a successful transition to adulthood. Career development, life skills, and basic skills are emphasized as well as extensive student exposure and experience in community learning situations. Student growth is facilitated primarily through six student learning activities: career exploration, learning levels, life-skills projects, functional competencies, student journals, and employer seminars and sponsored field trips. Data were collected concerning five process objectives (selection and preparation of staff, preparation of learning resources, selection of students, preparation of student learning plans, and implementation of learning activities), and concerning student outcomes and participant-perceived effects. In addition, the evaluators addressed the area of avoidance of sex-role stereotyping in the program. They recommended increased recruitment of the economic sector to serve as community-learning sites, additional staff training in individualizing instruction, and greater opportunities for students to investigate nontraditional careers and observe nontraditional role models in work situations.

PROTESTANT SCHOOL BOARD OF GREATER MONTREAL, QUEBEC, CANADA

124. Cziko, Gary A.; And Others. Early and Late French Immersion: A Comparison of Children at Grade Seven. Montreal, Quebec: Protestant School Board of Greater Montreal, South Shore Protestant Regional School Board. April 1977. 54p. ED 153 461.

This report describes an evaluation of the effects of the early and grade-7 immersion programs on the English and French language skills of students at the end of grade 7 in Montreal. Tests of English language skills were administered to early-immersion, grade-7-immersion, and English control students. Tests of French language skills were administered to the same groups and to a group of seventh-grade native French speakers. A questionnaire designed to measure attitudes towards various entholinguistic groups was administered to the three groups of Anglophone students.

A language-use questionnaire determined students' use of French in and out of school. Results show that: (1) immersion programs are not detrimental to the development of English language skills or to academic achievement of children in such programs; (2) early immersion has a greater impact on the development of French language skills than does seventh-grade immersion; (3) at the end of the seventh grade, neither the early nor grade-7 immersion programs appear to have had any ameliorative effect on the attitudes of English Canadian students towards French Canadians and European French people; and (4) immersion students use French more outside of the classroom than do control students.

125. Cziko, Gary A.; And Others. Graduates of Early Immersion: Retrospective Views of Grade 11 Students and Their Parents. Montreal, Quebec: Protestant School Board of Greater Montreal, South Shore Protestant Regional School Board. March 1978. 116p. ED 153 462.

This report discusses the views of students now in the eleventh grade who participated in the original pilot class of the St. Lambert early-immersion program in Montreal. They were asked to look back on their schooling and to appraise its effects on their lives. Their parents were asked to do the same. Questionnaires designed to elicit information on competence in and use of French, assessment of French instructional programs, and plans for the future were given to all those who had started school in a French-immersion kindergarten 12 years previously, and to their parents. Questionnaires were also given to pupils and parents who had been in the original English comparison classes. Results show clear appreciation for the early-immersion experience by both students and parents. Students in early-immersion programs express a feeling of well-being and satisfaction with their proficiency in French, which is much more advanced than the level reached by the English comparison students. Early-immersion students also show a more positive attitude towards French-speaking Canadians, and express more desire to stay in Quebec and to become fully bilingual. Appendixes of the report consist of summaries of the commentaries of the students and their parents.

PUERTO RICO STATE DEPARTMENT OF EDUCATION

126. Colon, Jesus M.; Gonzalez, Jose R. Evaluation of the Exemplary Career Education Comprehensive Program in the Academic and the Vocational and Technical Education Program in Puerto Rico. A Third Party Evaluation of the Puerto Rico Career Education Project for Fiscal Year 1975. Puerto Rico State Department of Education. 1975. 141p. ED 154204.

This evaluation of the first year of the Exemplary Career Education Project for K-12 in Puerto Rico reports the results of testing and interviewing school personnel and students in grades 1-2 and 7-9 at six regional pilot sites. Six areas of student development are recognized by the evaluation questions: self-awareness, basic academic/vocational skills, awareness of work values, awareness of and knowledge about work, career decision-making skills, and work habits. Based on the analysis of responses, which showed the project to be successful in all six areas, 12 recommendations are made to modify the program in the following areas: (1) the program's expansion to other schools; (2) improvement and creation of curriculum materials and courses for second and third grades and junior and senior high schools; (3) scheduling of the pre- and posttests for evaluation; (4) school personnel development; (5) the role of the career education component; (6) program supervision; and (7) participation by the evaluators in discussions of their findings. As background, general information about the project's implementation and its objectives are included as well as extensive details about the methodology used for the study: its design, instruments, data-collection procedures, and data anlaysis. The appendix contains copies of the tests, the interview schedule, and the project proposal.

RICHLAND COUNTY SCHOOL DISTRICT 2, SOUTH CAROLINA

127. An Exemplary Career Education Fffort in School District Two of Richland County. Final Report. July 1, 1973- June 30, 1976. Columbia, S.C.: Richland County School District 2. December 1976. 233p. ED 147 529.

The first three years of operation of the Richland County School District Two, South Carolina, exemplary effort in career education are summarized. Categories of activities to implement a K-14 career-education program were a planning process, teacher and student participation, community involvement, student placement and follow-up, and continuation of the program beyond federal funding. The third-party evaluation centered on six areas:

career awareness and preparation, self-awareness and understanding, economic awareness and understanding, attitudes and appreciations, educational awareness, and decision making. Findings of the final evaluation included the following: (1) students differentiated careers according to socioeconomic factors with a tendency for careers that required postsecondary training; (2) students on free lunch and students from rural areas were identified as having lower self-concepts (in grades 4-6), and lower aspiration levels (in grades 6-12), and tended to select away from careers requiring extensive postsecondary education; (3) students developed a good grasp of economic concepts affecting career choices, of the education career choice, and of the education-career relationship; and (4) principals and teachers continued to demonstrate strong support for the concept and practice of career education in their schools. Appendixes include project materials and data analysis.

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT, CALIFORNIA

128. Branch, Robert L.; Hodik, Lois B. A Computer-Based System for Managing Special Education Follow-Up Data. Final Report. Sacramento, Calif.: Sacramento County Office of Education. August 1976. 54p. ED 148 042.

This report describes the development of a computer-based survey system for providing follow-up information on 202 former special-education students. Among topics addressed are the construction of a student master file, use of telephone interviews, development of the survey instrument (including interviews with teachers and administrators and pilot testing of the draft questionnaire), establishent of a data-analysis and reporting system, input to the data-analysis program, processes involved in data analysis, and output of the data-analysis program. The second section covers results of the field test of the follow-up procedure, including the fact that 64 percent of the students were unemployed six months following school, 91 percent of the trainable mentally retarded students attended sheltered workshops, and 66 percent wished they had had more job training and counseling in school. Advantages and disadvantages of a computer-based system are considered.

SAN DIEGO UNIFIED SCHOOL DISTRICT, CALIFORNIA

129. Elsbree, Katie; And Others. The Grass Roots Alternative: A Citizens' Approach to Community Education. San Diego, Calif.: San Diego Unified School District, Center for Community Education. November 1977. 85p. ED 151 988.

The genesis of the Ocean Beach, California, Community School is described in this volume by three of the participants in its formation. A grass roots effort, the school was started amidst a certain degree of controversy and resistance from already-established community organizations. The authors describe the processes they went through to gather broader support for the idea, to assess community needs, to form and work with a community education advisory council, to put together an educational program, and to evaluate the community school. One chapter, written by the community school director, describes the political and interpersonal problems that had to be resolved to get the program running smoothly.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT, CALIFORNIA

130. The Therapeutic Educational Center for Severely Emotionally Disturbed Pupils. Final Project Report. San Francisco, Calif.: San Francisco Unified School District. June 1973. 79p. ED 150 760.

Presented is the final project report of a one-year federally funded (Title III) program intended to encourage the adoption of the Therapeutic Educational Center program for severely emotionally disturbed children (six-nine years old) in other California school settings. The report describes the following project activities: dissemination of information, operation of a model demonstration center, selection of other school districts, provision of training seminars, implementation of training seminars, and provision of technical assistance. The project included the following major components: planning for the administration and operation of a program for severely emotionally disturbed children, instructional methods used to teach academic and social skills, and methods used in working with parents and community agencies. It is reported that performance targets were achieved as the project conducted 18 workshop/seminars, and one or more of the three major project components was adopted in 16 other school settings.

SAN JOSE UNIFIED SCHOOL DISTRICT, CALIFORNIA

131. Baker, William P.; Jensen, Henry C. Mexican American, Black and Other Graduates and Dropouts II. A Follow-Up Study Covering 20 Years of Change, 1956-1976. San Jose, Calif.: San Jose Unified School District. January 1978. 75p. ED 152 924.

The fifth in a series of follow-up studies conducted every five years by the East Side Union High School District, this report is of interest to educators concerned about the educational problems and progress of Mexican American and black minority groups. The study reflects a 20-year pattern of analysis of the status of Mexican American former students. In addition to the special treatment of Mexican Americans, responses of black former students are, for the second time, specially classified. Groups from the graduating classes of 1973 and 1975 and all dropouts from the school years 1972-73 and 1974-75 were studied. A questionnaire was mailed to all 1,834 dropouts. Responses were received from 271. The study presents findings in the following areas: (1) characteristics, activities and opinions of graduates and dropouts from the 1972-73 and 1974-75 classes; (2) differences in the characteristics, activities and opinions of Mexican Americans, blacks and other graduates and dropouts; and (3) differences in the characteristics, activities and opinions of male and female graduates and dropouts. The study also determines trends for each of these groups over a twenty-year period. Modifications in curriculum and guidance programs, as suggested by the findings, are recommended.

SEATTLE SCHOOL DISTRICT 1, WASHINGTON

132. Career Alternatives Model for 1975-76. Final Evaluation Report. Seattle, Wash.: Seattle School District 1. July 1976. 104p. ED 155 326.

An evaluation of the Career Alternatives Model (CAM) program in the Highline School District, Washington, assessed the impact of four key components: (1) the film series "Bread and Butterflies" (for grades 4-6), designed to increase acceptance of responsibility for future career development and to increase maturity in career decision making; (2) a Work Samples Laboratory (grades 7-9) engaging students in activities associated with a variety of jobs at all skill levels; (3) Computer Guidance (grades 10-12), a reanalysis of data from the previous year's evaluation; and (4) Career Information Centers (grades 10-12) in which a full-time vocational-information specialist in each high school coordinated a variety of career-education activities. Supplementary data were gathered through a faculty survey regarding knowledge, use,

and evaluation of Career Information Center services. The evaluation of "Bread and Butterflies" did not show significant differences between treatment and control groups. However, positive significant differences resulted from the Work Samples Laboratory, Computer Guidance, and Career Information Centers experiences. The faculty survey indicated that the majority of faculty (61.5 percent) felt that more attention was given to student career concerns. An extensive appendix contains sample tests, worksheets, surveys, and questionnaires.

133. Highline's Career Alternatives Model. Final Report. Seattle, Wash.: Seattle Public Schools. July 1976. 161p. ED 155 327.

This third and final year-end report of the Highline, Washington, K-12 Career Alternatives Model project contains individual reports of each of the six major program components and the two support components. Each includes a program description, conclusions, and recommendations. The six program components are examined in light of the project goals they addressed. These were to provide each student with opportunities to consider career opportunities by: (1) Early Vocational Awareness (elementary level) providing an insight into his/her relationship to various facets of the world of work; (2) Work Sampling Exploration (junior high level) assisting in self-evaluation of his interests, abilities, and values relating to a variety of occupational roles; (3) Career Value Renewal (all levels) developing in the student an understanding of the value and dignity of each person's work in creating a productive society; (4) Employment Skills Clusters (senior high level) developing his/her employment skills and competence to enter the job market; (5) Guidance (secondary level) providing decision-making and planning activities as preparation for future training and education related to the student's life's work: and (5) Infusion (all levels) meeting all project goals by incorporating career-education concepts into the established subject area curriculums. The two support components reported are exportation and dissemination of project information and staff development. Appendixes include project objectives, time schedules, enrollment and follow-up figures, and a project position paper.

TORONTO BOARD OF EDUCATION, ONTARIO, CANADA

134. Fitzgerald, John; And Others. The Effects of Subject of Instruction on the Behavior of Teachers and Pupils. Toronto, Ontario: Toronto Board of Education. March 1977. 15p. ED 151 323.

The relationship between subject of instruction and the classroom behavior of teachers and pupils was assessed in this study. The study was conducted over a two-year period of observation of elementary-grade classes. Two variables were investigated: individual pupil participation and teacher verbal behavior. Only two subjects, reading and mathematics, were reported frequently enough to permit comparisons of any statistical power. The results of this study confirmed the hypothesis that the subject of instruction affects classroom behavior. Teaching styles for reading and mathematics were markedly different. Mathematics was more likely than other subjects to be taught as a single lesson to the entire class, and reading was less likely. Mathematics was almost four times as likely as reading to be taught in this way. More interaction between pupil and teacher was observed when the subject of reading was being taught.

135. Fitzgerald, John; Gershman, Janis. Managerial Attitudes Towards Part-Time Employment: A Study of Supervisory Personnel at the Toronto Board of Education. No. 146. Toronto, Ontario: Toronto Board of Education. September 1977. 23p. ED 157 141.

Supervisory personnel at the Toronto Board of Education responding to a questionnaire on part-time employment (94 respondents out of 176 supervisors, or 53.4 percent) do not generally believe that more part-time jobs can or should be created in their departments. Employment of staff on a part-time basis is regarded by the respondents as more likely to be disadvantageous than beneficial, with the operating efficiency of the board most likely to suffer. Perceived benefits and disadvantages of part-time employment are discussed, and the original questionnaire is appended.

136. Gershman, Janis; Kershaw, Joan. The Effect of Language Background and Socio-Economic Status on Screening Procedures for the Early Identification of Learning Problems. Toronto, Ontario: Toronto Board of Education, Research Department. February 1977. 96p. ED 154 905.

This follow-up study investigated the accuracy of screening measures used to detect potential learning problems in kindergarten and Grade 1 children

by the Toronto Early Identification and Developmental Program (EIDP). The effect of students' language background and socioeconomic status on the predictive validity of the identification procedure was also assessed. Follow-up data were obtained for more than 2,000 of the 4,000 students who had been involved in the EIDP four years before. The identification procedure consisted of two psychological tests, a teacher-psychologist interview, and a teacher's rating chart of the child, done at the end of Grade 1. The teacher's input to the process was found to be the single most important part of the identification procedure in terms of accurate prediction of later achievement and grade placement. The total package classified 86 percent of the students accurately into "at risk" and "not at risk" groups. Language background did not significantly affect prediction accuracy, but students of lower socioeconomic status were classified incorrectly more often than children of higher SES families.

137. Reich, Carol M.; Reich, Peter M. The Vocabulary of Primary School Children. Toronto, Ontario: Ontario Department of Education. May 1977. 45p. ED 147 844.

This study investigated the agreement between previously published vocabulary lists recommended for use with children and lists derived from the speech of contemporary first-, second-, and third-grade children in Toronto. In the first part of the study, existing vocabulary lists were compared. In the second part, language samples were collected from four diverse groups of Toronto children and new vocabulary lists were constructed. These were then compared with previous lists and with the words used in several beginning-reading series. In the third part of the study, the language samples were analyzed for linguistic complexity in order to examine developmental differences between the four groups. Among the findings were that the oral vocabulary of children is quite different from vocabulary in material written for children, and that the oral vocabulary of children is quite sensitive to the manner in which it is collected. With the methods used in this study, however, economically advantaged or disadvantaged children, as well as those from non-English backgrounds, were equally talkative and had equally rich vocabularies. A new vocabulary list based on the Toronto study is included in the report, and it is suggested that this list is suitable for use with a wide variety of children who are beginning to read.

138. Thorman, Richard I. The Probable Effect of Declining Enrollments on Average Elementary and Secondary School Teacher's Salary from 1977 to 1986. A Study. Toronto, Ontario: Toronto Board of Education. March 1978. 106p. ED 157 163.

Computerized analysis of current statistical data and projected declining enrollments in Metropolitan Toronto show that the decrease

in staffing requirments over the next 10 years will increase the average salary of teachers in uninflated dollars mainly through the increase in teachers' average experience. Boards with lower-than-average teaching experience will face a greater increase in average salary than boards with higher-than-average teaching experience. Attrition rates have an impact less significant than that of experience. An increase or decrease in the pupil/teacher ratio has its greatest impact on average salaries in the first year of implementation. The timing, duration, and magnitude of the impact on average salaries depends on the enrollment projection used. In elementary schools, the average salary may increase up to 10 percent over 10 years, compared to a six percent increase if enrollment were static. In secondary schools, the figures are 11 percent compared to six percent. The bulk of this document consists of illustrative tables and graphs.

139. The Report of the Work Group on Multiculturalism. Toronto, Ontario: York Borough Board of Education. October 1977. 42p. ED 151 248.

The report on the impact of multiculturalism on the education system in the Borough of York, Ontario, summarizes findings of a two-year study and provides recommendations to enhance multiculturalism in education. The report is presented in six chapters. Chapter I explains the work-group task and method in inquiry and identifies work-group participants. Chapter II presents a Canadian perspective on multiculturalism, followed by a profile of cultures in the Borough of York in Chapter III. Chapter IV discusses the work group's interpretation of multicultural education. Multicultural education is perceived to value the presence of many cultures, human rights, social justice, and alternative life choices for all people. Chapter V, the bulk of the report, examines and presents recommendations on six issues related to multiculturalism: (1) a nondiscriminatory school and community environment; (2) retention of culture and language; (3) curriculum for multiculturalism; (4) immigrant multicultural school population; (5) staffing and teacher preparation for a multicultural school population; and (6) government role in multiculturalism. Chapter VI offers guidelines for implementing the recommendations of the report, including establishment of an implementation committee with duties in areas of coordination, reporting, cost analysis, and evaluation. The appendix lists organizations, institutions, government agencies, and individuals who submitted information to the work group on multiculturalism or responded to the draft report.

TULSA INDEPENDENT SCHOOL DISTRICT 1, OKLAHOM

140. McCloud, Paul I. Final Report of the Advisory Task Force on Declining Enrollment. Tulsa, Oklahoma: Tulsa Independent School District 1. February 1978. 54p. ED 157 153.

Early in its deliberations, the Advisory Task Force on Declining Enrollment divided into six subcommittees, each charged with investigating and making recommendations on one phase of the declining enrollment problem. Part I of this report is made up of digests of the efforts of these subcommittees. The six areas studied are operational costs per pupil, transportation, standards of quality for buildings and sites, building utilization, alternative uses of school buildings, and grade reorganization. The second mission of the task force was to examine the school board system and to make recommendations. Part II of this report provides comments on and recommendations for individual schools. An appendix provides information on membership trends and enrollment predictions.

WICHITA UNIFIED SCHOOL DISTRICT 259, KANSAS

141. Crawford, George; Miskel, Cecil. Experience Based Career Education at Wichita East High School: A Third Party Evaluation. Wichita, Kans.: Wichita Public Schools. 1977. 40p. ED 150 285.

The third-party evaluation presents assessment of the first cycle of operation of the Experience-Based Career Education (EBCE) at Wichita East High School. Twenty-two process objectives and 12 outcome objectives were evaluated with either a nominal (yea/no) assessment of status or a descriptive (statistical/narrative) assessment of status as determined by interviews with program personnel, examination of project records, and administration of appropriate instruments. A pre-posttest design was used to assess outcome objectives achievement associated with academic achievement, self-esteem, career orientation, and sex bias. A self-administering checklist/ open-ended response form was used to collect summative impressions of the program from students, parents, and site resource people. Pre-posttest EBCE/control results are provided for the Differential Aptitude Test, the Career Development Inventory, the Coopersmith Self-Esteem Inventory, and on the sex-role socialization questionnaire. Results of the parent evaluation, student evaluation resource surveys, and interviews conducted with resource persons at the work site are reported. It was concluded that process and outcome objectives were substantially accomplished. Appendixes contain detailed descriptions of procedures and data for five outcome objectives.

WINNIPEG SCHOOL DIVISION NOV. 1, MANITOBA CANADA

142. Brown, Gerald R. Handwriting: A State of the Art Research Paper. Winnipeg, Manitoba: Winnipeg School Division, No. 1. September 1977. 53p. ED 147 826.

This paper investigates the state of the art of handwriting and lists 11 recommendations that were made to improve handwriting instruction in one public school systems's language arts curriculum. The following topics are discussed: historical perspectives of the art of handwriting, the nature of instruction (theories of learning, readiness, and preparation for writing, styles of penmanship, extent of time for instruction and practice, teaching techniques and procedures, and components of legibility), handedness (sinistral, dextral, or ambidextrous), special learning disabilities, the evaluation process and its implications, and preparation and training of teachers. A bibliography is included.

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